DOCUMENT RESUME

ED 277 212 EC 191 720

AUTHOR	O'Day, Bonnie; And Others
TITLE	Preventing Sexual Abuse of Persons with Disabilities: A Curriculum for Hearing Impaired, Physically Disabled, Blind and Mentally Retarded Students.
INSTITUTION	Minnesota State Dept. of Corrections, St. Paul.
SPONS AGENCY	Northwest Area Foundation, St. Paul, Minn.
PUB DATE	Jun 83
NOTE	182p.; Prepared by the Minnesota Program for Victims of Sexual Assault. Includes booklet "Are Children with Disabilities Vulnerable to Sexual Abuse?" For related document, see EC 191 721.
AVAILABLE FROM	ETR Associates, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($19.95).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Curriculum Guides; *Disabilities; Hearing Impairments; Learning Activities; Lesson Plans; Mental Retardation; Parent Education; Physical Disabilities; *Prevention; Secondary Education; *Sexual Abuse; State Legislation; Teaching Methods; Visual Impairments
IDENTIFIERS	Minnesota

ABSTRACT

The curriculum on sexual abuse is intended for professionals working with hearing impaired, physically disabled, blind, and mentally retarded students. Introductory material addresses the vulnerability of disabled adolescents to sexual abuse; presents background information on such topics as victims, offenders, reporting abuse, and Minnesota laws about sexual abuse; and briefly examines myths and attitudes regarding the sexuality of disabled persons. Field testing of the curriculum is reviewed, and the importance of parent training on prevention is emphasized. Following a list of teaching guidelines, lesson plans are presented including instructions, exercises, handouts, teacher guides, and notes for teaching hearing impaired, physically disabled, blind, and mentally retarded students. Suggested modifications are offered for younger students. Lessons touch on such topics as reactions and feelings of victims, acquaintance rape, personal safety, and myths and facts about sexual assault. Pre/post attitude tests are included. Appended material includes information on community resources in Minnesota, exercises, handouts, and sample parent letters. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED277212

PREVENTING SEXUAL ABUSE OF PERSONS WITH DISABILITIES

A Curriculum for Hearing Impaired, Physically Disabled, Blind and Mentally Retarded Students

Written By:

Bonnie O'Day, Coordinator
Sexual Abuse Education for Disabled
Adolescents Project

with assistance from

Peggy Specktor, Director
Sharon Sayles, Assistant Director
Connie Bauman, Program Assistant
Peg Exley, Administrative Assistant

of the

Minnesota Program for Victims of Sexual Assault
a Project of the Department of Corrections
430 Metro Square Building
St. Paul, Minnesota 55101
(612) 296-7084

EC 191720

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Mary Nelson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ACKNOWLEDGEMENT

The Minnesota Program for Victims of Sexual Assault in its continuing effort to provide materials and resources about sexual assault has developed this curriculum for disabled adolescents. An advisory committee was formulated to assist with the development and review of project materials. The Minnesota Program for Victims of Sexual Assault thanks the members of the committee for their invaluable time and dedication towards the completion of this project.

Lois Allen, Volunteer Coordinator/
Administrative Specialist
Metropolitan Center for Independent Living
1728 University Avenue
St. Paul, MN 55104

Cordelia Anderson-Kent
Director, Applied Theater Program
Illusion Theater
528 Hennepin Avenue, Room 309
Minneapolis, MN 55403

Kathryn Carruth
Educational Case Manager
Hearing Impaired Program
St. Louis Park High School
6425 West 33rd Street
St. Louis Park, MN 55426

Max Carter, Dean of Students
Residential Schools for the Blind and Deaf
Faribault, MN 55021

Judith Crawford, Assistant Director
Community Health Education Network
Association for Retarded Citizens
Minnesota
3225 Lyndale Avenue South
Minneapolis, MN 55408

Lynn Dreyer, Director
Victim Assistance Program
410 South Fifth Street
Mankato, MN 56001

Sandra Gorden, Former Director
Community Relations and Advocacy
Sister Kenny Institute
800 East 28th Street
Minneapolis, MN 55407

Marti Gustafson, Director
Victim/Witness Assistance Program
County Attorney's Office
324 East Main
Anoka, MN 55303

Dr. Elaine Hartsman
Clinical Psychologist
Oak Grove Psychotherapy Associates
Loring Park Office Bldg., Suite B-3
430 Oak Grove
Minneapolis, MN 55403

Bruce Hodek, Director
Regional Service Center for the
Hearing Impaired
311 Second Avenue South
Minneapolis, MN 55401

Beverly Hull, Parent
8618 Clinton Avenue South
Bloomington, MN 55420

Kay Kessel
Special Education Health Coordinator
Minneapolis Public Schools
Special Education Service Center
254 Upton Avenue South
Minneapolis, MN 55405

Alice LaBarre, Therapist
Mental Health for the Hearing Impaired
640 Jackson Street
Minneapolis, MN 55101

Barbara Leigh
Community Education Coordinator
Ramsey County Sexual Offense Services
529 Jackson Street, Room 322
St. Paul, MN 55101

MaryEllen Leppink
Clinical Social Worker
3915 Golden Valley Road
Golden Valley, MN 55422

Toni Lippert, Program Manager
Developmental Disabilities Program
Region 11
Metropolitan Council
300 Metro Square Building
St. Paul, MN 55101

Bonnie Markham
Behavior Analyst III
Cambridge State Hospital
Cambridge, MN 55408

Lynda Meador
Director of Advocacy
Association for Retarded Citizens of
Hennepin County
2344 Nicollet Avenue South, Room 370
Minneapolis, MN 55404

Helen Monsees, Director
The Rapeline Program
1500 First Avenue Northeast
Rochester, MN 55901

Kama Norton, Social Worker
Gillette Childrens Hospital
St. Paul, MN 55101

Delphine Opitz, Counselor
Courage Center
3915 Golden Valley Road
Golden Valley, MN 55422

Debbie Reckner
Coordinator, Disability Program
Family Tree
1599 Selby Avenue
St. Paul, MN 55104

Joyce Scanlan, President
National Federation of the Blind
of Minnesota
Suite 715, Chamber of Commerce Bldg.
15 South Fifth Street
Minneapolis, MN 55402

SandraLee Schweich, Director
Dungarvin Group Homes
865 Front Avenue
St. Paul, MN 55103

Roger Simon, Director
Rural Enterprises for Acceptable Living
244 West Main Street
Marshall, MN 56258

Francine Wallin
Speech Pathologist and Teacher
District 191 Hearing Impaired Program
630 East 130th Street
Burnsville, MN 55337

Terri Williams, Program Director
Residential Alternatives, Inc.
5637 Brooklyn Boulevard
Brooklyn Center, MN 55929

The Minnesota Program for Victims of Sexual Assault extends a special thank you to the following persons who assisted with the piloting of the curriculum:

Kathy Carruth and Peg Oliver
St. Louis Park High School
6425 West 33rd Street
St. Louis Park, MN 55426

Cindy Morrison and Peter Anderson
Lakeview School
Knollwood Drive
Worthington, MN 56187

Sarabeth Watson and Jan Boese
Department of Special Education
Rochester, MN 55901

Doug Helfrich and Kathy Backberg
Bridgeview School
360 Colborne
St. Paul, MN 55102

The Minnesota Program for Victims of Sexual Assault also wishes to acknowledge Cordelia Anderson-Kent and the Illusion Theater for the development of the touch continuum concept and other innovative approaches to educate children and adolescents about sexual assault and its prevention. Their materials were invaluable in the development of this curriculum.

The Minnesota Program for Victims of Sexual Assault also wishes to acknowledge the following individuals who assisted in the preparation of this publication:

Shari Burt
Administrative Secretary
Minnesota Department of Corrections

Kathy Cook
Printing Liaison Officer
Minnesota Department of Corrections

Dan O'Brien
Assistant to the Commissioner
Minnesota Department of Corrections

Joan Sutherland, Stenographer
Minnesota Department of Corrections

A special thank you is extended to the following persons for the many patient hours they devoted to the task of preparing the curriculum for publication:

Diane Neuenfeldt, Word Processing Operator
Minnesota Department of Corrections

Peg Exley, Administrative Assistant
Minnesota Program for Victims of Sexual Assault

We also wish to acknowledge:

Diane Nettum for the poster illustrations.

Pat Olson, Cat's Pajamas, for the cover graphic design.

A special thank you to the Northwest Area Foundation for providing the grant that made this project possible.

PREFACE

Adolescents with disabilities need the same basic information about prevention of sexual abuse that other adolescents require. In addition, disabled adolescents need to become aware of situations where they may face increased vulnerability to sexual assault for disability related reasons. The purpose of this curriculum is to provide information about sexual abuse and its prevention to hearing impaired, blind, physically disabled and mentally retarded adolescents. Lesson plans which emphasize prevention of sexual abuse for each of these populations are included.

The curriculum has been developed for professionals who work with disabled persons, such as special education teachers, staff of group homes and residential facilities, rehabilitation counselors and social workers. The curriculum can be presented to individuals or groups in a variety of settings.

Chapter Two of the curriculum addresses the vulnerability of disabled adolescents to sexual abuse. Chapter Three provides background information on sexual abuse, victims, offenders, reporting sexual abuse, Minnesota laws about sexual abuse and community resources. Chapter Four provides a brief discussion of sexuality and disability. A description of the field testing of the curriculum is contained in Chapter Five. Chapter Six provides an outline for conducting a parent training session on prevention of sexual abuse. Chapter Seven contains guidelines for presenting the curriculum to the students. Curriculum topics are introduced in Chapter Eight. Chapters Nine through Twelve contain lesson plans for hearing impaired, physically disabled, blind and mentally retarded adolescents. Suggested modifications for younger students are presented in Chapter Thirteen.

TABLE OF CONTENTS

CHAPTER ONE:

INTRODUCTION 1

CHAPTER TWO:

ARE CHILDREN WITH DISABILITIES VULNERABLE TO SEXUAL ABUSE? . . . 3

CHAPTER THREE:

WHAT INSTRUCTORS SHOULD KNOW ABOUT SEXUAL ASSAULT 7

- Facts About Sexual Assault 7
- The Problem of Child Sexual Abuse 8
- The Sex Offender 11
- Laws About Sexual Abuse 13
- Victim Support Services 15

CHAPTER FOUR:

SEXUALITY AND DISABILITY 19

- Myth Versus Fact 19
- Why Should Sexuality Information be Provided 19
- Attitudes and Behaviors for Teaching Sexuality Information 20

CHAPTER FIVE:

FIELD TESTING THE CURRICULUM 23

CHAPTER SIX:

PARENT TRAINING 27

- Introduction 27
- Sample Outline for Parent Training 28

CHAPTER SEVEN:

TEACHER GUIDELINES 31

CHAPTER EIGHT:

INTRODUCTION TO THE LESSONS 35

CHAPTER NINE:

CURRICULUM FOR HEARING IMPAIRED STUDENTS 43

CHAPTER TEN:

CURRICULUM FOR PHYSICALLY DISABLED STUDENTS 65

CHAPTER ELEVEN:

CURRICULUM FOR BLIND STUDENTS 85

CHAPTER TWELVE:

CURRICULUM FOR MENTALLY RETARDED STUDENTS 105

CHAPTER THIRTEEN:

SUGGESTED MODIFICATIONS FOR YOUNGER STUDENTS 127

APPENDICES:

APPENDIX A - COMMUNITY RESOURCES 133

Sexual Assault Services Throughout Minnesota 133
Sexuality/Sexual Assault and Persons with Disabilities 136
Self-Defense Resources for Persons with Disabilities 136
Resources for Hearing Impaired Persons 137

APPENDIX B - YOU CAN HELP YOUR CHILD PREVENT SEXUAL ABUSE . . . 139

APPENDIX C - SAMPLE PARENT LETTER 141

APPENDIX D - TEACHER GUIDES 143

Answer Key Pre/Post Attitude Test 143
Reporting Sexual Abuse 144
Reactions and Feelings of Sexual Assault Victims 145
Personal Safety Techniques 147
Basic Vocabulary Words 149

APPENDIX E - HANDOUTS 150

Vocabulary Terms 151
What If You Are A Victim? 153

APPENDIX F - EXERCISES 155

How Does the Victim Feel? 155
Who Would You Tell? 157
Personal Safety Role Plays 158

APPENDIX H - POSTERS 159

Description of Posters 159
Reduction of Posters 161

RESOURCE BIBLIOGRAPHY 171

CHAPTER ONE

INTRODUCTION

The Minnesota Program for Victims of Sexual Assault (MPVSA), a legislatively mandated project of the State Department of Corrections, provides comprehensive services to victims of sexual assault through a coordinated statewide network. This statewide network consists of sexual assault centers located throughout the state and trained professionals from a variety of disciplines.

The MPVSA administers a grant program which enables the local centers to provide crisis intervention, victim assistance, training for area professionals and community education programs. The program also provides specialized training seminars, develops and distributes materials related to sexual assault and provides public awareness on the nature and scope of sexual assault through a variety of mediums.

Since its inception in 1975 the MPVSA has worked to respond to the growing awareness of the problems confronting victims of sexual assault. The program has assumed a leadership role in addressing the needs of underserved populations and has developed innovative approaches to solving the complex problems surrounding sexual assault.

In response to the need for sexual abuse prevention programs for the disabled population, the MPVSA applied for a grant to develop educational materials for children and adolescents with disabilities. The one year grant was awarded by the Northwest Area Foundation to accomplish the following objectives:

1. To adapt existing sexual abuse prevention educational materials for blind, physically disabled, hearing impaired and mentally disabled adolescents, their parents, educators and other service providers.

2. To develop and pilot a model educational program that provides an awareness of sexual assault for students, parents and educators, and acquaint them with available services.

3. To provide training on sexual abuse and disabled persons for teachers and other professionals who serve disabled persons.

Several activities were undertaken during the course of the project to achieve these goals. Educational curricula on preventing sexual assault of blind, hearing impaired, physically disabled and mentally retarded adolescents and a training format and educational brochure for parents were developed and piloted. An informational brochure on sexual abuse prevention for persons with limited reading ability was also prepared. A statewide training seminar for special education teachers and other professionals who provide services to the disabled population was conducted to provide information on sexual abuse and present the educational curriculum. Staff and volunteers of the sexual assault centers throughout the state participated in a training program on counseling disabled victims of sexual abuse and using the model curriculum in their local communities.

Integral to the success of the project was the participation of individuals with disabilities, their parents, educators, service providers and staff of sexual assault centers on the project advisory committee. The committee determined the methods of presenting curriculum materials to the four target populations, reviewed project materials and participated in the selection of pilot sites. The active participation of committee members ensured that issues relating to persons with disabilities were appropriately addressed in the curriculum and printed materials.

CHAPTER TWO

ARE CHILDREN WITH DISABILITIES VULNERABLE TO SEXUAL ABUSE?

Although educators and professionals have seen the need to provide education about sexual abuse to persons with disabilities, very little information has been developed thus far on this topic. One explanation for this is that many people, including those with disabilities, still believe the myth that disabled persons are not vulnerable to sexual abuse. They believe that people feel sorry for disabled persons and will not hurt them, or that sex offenders will see disabled persons as undesirable and will not assault them. Others may find the possibility that persons with disabilities could be sexually abused so appalling that they are unable to discuss the issue.

But, disabled persons are vulnerable to sexual abuse. Between July, 1977 and July, 1981 over 400 cases of sexual exploitation which involved handicapped children and adults residing in King County were reported to the Seattle Rape Relief Developmental Disabilities Project and the Sexual Assault Center, Harborview Medical Center.[1] Over 60 cases of physical and sexual assault against persons with handicaps in Minneapolis, Minnesota were uncovered during a 15 month study conducted by the United Handicapped Federation.[2] Further, individuals with disabilities face barriers to reporting sexual assault crimes not faced by others, so the problem may be even more pervasive.

Disabled persons may be more vulnerable than others to sexual abuse for several reasons:

1. Offenders may think it is "safer" to assault someone with a disability. They may believe that physically disabled persons will not be able to defend themselves against assault, that blind persons will not be able to

[1] Ellen Ryerson, Teacher Trainer Manual, Sexual Exploitation of Handicapped Students, (Seattle, WA, Developmental Disabilities Project, Seattle Rape Relief, 1980) p. 6.

[2] Sexual and Physical Assault of Disabled People: Report on July 14, 1979 Issues Conference, (St. Paul, MN, United Handicapped Federation, 1979.)

identify the attacker, that hearing impaired persons will not be able to call for help or talk to anyone about the assault, or that persons who are mentally disabled will not understand what is happening or will not be believed. Although these beliefs are not accurate, the fact that these misconceptions prevail may make offenders more likely to victimize individuals with disabilities.

2. Generally, children and adolescents with disabilities do not receive the same information that non-disabled persons of the same age group receive about sexual abuse. Disabled students do not receive this information if they are segregated in a special classroom where sexual abuse prevention information is not provided. If the students are mainstreamed, they may not be fully comprehending the information being presented in the regular classroom because of the mode of presentation. Additionally, information available to the general public may not be accessible to persons with certain disabilities. For example, there is very little printed information about sexual abuse available in a form that blind persons can use easily. Information presented on radio and television may not be accessible to hearing impaired persons. There is very limited information about sexual abuse which has been adapted for mentally disabled persons. This lack of information makes persons with disabilities more likely to believe myths about sexual abuse and less likely to understand the crime. Thus, they are more vulnerable to sexual abuse.

3. Persons with disabilities are often dependent upon professionals and others who provide services and care specific to the person's disability. This dependence can increase a person's vulnerability to sexual abuse.

4. Sometimes, disabled persons request assistance from strangers who may take advantage of the situation and become abusive. Or, a stranger may offer assistance to disabled persons solely for the purpose of putting them in situations where they can be assaulted.

Some people feel that the best method of decreasing the vulnerability of individuals with disabilities is to severely limit life activities; i.e., deny opportunities to live independently, participate in community activities, attend evening classes, etc. But shielding disabled persons from the outside world may lower self-confidence and foster an attitude of helplessness and dependence. While this protectiveness may limit the individual's contact with strangers, it does not protect the individual from assaults by acquaintances, such as friends, family members and caretakers. Statistics show that in at least 60% of reported sexual assault cases, the offender was known to the victim before the assault. Data from the Seattle Rape Relief Developmental Disabilities Project indicates that the incidence of acquaintance rape as opposed to sexual assault by strangers is substantially higher among disabled victims.[3]

Obtaining knowledge about sexual abuse is the first step towards its prevention. Thus, persons with disabilities should receive information about sexual abuse and its prevention. In addition, persons with disabilities should be made more aware of situations where they face increased vulnerability to sexual assault because of a disability, and should receive positive education and training about preventing sexual assault in these situations. It is only through such efforts that sexual abuse of persons with disabilities will be decreased.

[3]Ellen Ryerson, Teacher Trainer Manual, Sexual Exploitation of Handicapped Students, p. 6.

CHAPTER THREE

WHAT INSTRUCTORS SHOULD KNOW ABOUT SEXUAL ASSAULT

FACTS ABOUT SEXUAL ASSAULT

Sexual assault is forced manipulated or coerced sexual activity. It includes forcible rape, child molestation, incest, same sex assault, acquaintance rape and marital rape. In acquaintance rape, incest and child sexual abuse, the sexual contact may be coerced or manipulated rather than forced.

Sexual assault is one of the fastest growing crimes in the United States. According to the FBI, in 1981, 82,000 rapes were reported nationwide; 1,055 of those occurred in Minnesota. Nationally, reported rapes, only one form of sexual assault, have increased 94% since 1970. In the same decade, reported rapes in Minnesota increased 138%.[1]

Researchers continue to find that rape and other forms of sexual assault are the most underreported of all violent crimes. The FBI estimates that as few as one out of ten sexual assaults are ever reported to law enforcement personnel. Knowledgeable estimates are that only 20% of child sexual abuse cases are reported.

A lack of understanding and knowledge about sexual assault contributes to underreporting. Victims have stated that they did not report the assault at the time it occurred because they, like much of the general public, believed that they were responsible for or somehow provoked the sexual assault. They believed that only women who are out alone at night are sexually assaulted, and that strangers are the only assailants. Men may be reluctant to report because they believe that males are not sexually assaulted except perhaps in prison. Children may not report or tell anyone because they fear that no one will believe them, or that reporting will cause serious family problems, especially if the offender is the father, brother or other relative.

[1] Annual Report, Minnesota Program for Victims of Sexual Assault, (St. Paul, MN, Dept. of Corrections, 1982) p. 9.

Societal beliefs about sexual abuse are deeply rooted in misconceptions about the victim, the offender and the assault. In order to respond effectively to the problem, these myths must be dispelled and replaced with the facts about sexual assault.

Many people believe that only provocatively dressed women walking alone at night can be sexually abused. They believe that the woman, through her actions and dress, provokes the assault. Hand in hand with these beliefs goes the notion that no one can be assaulted against their will. Thus, the victim must have really wanted to be assaulted or would have done something to prevent it.

The facts about sexual assault indicate that sexual assault is a humiliating and terrifying crime which violates the victim's innermost psychological being. It is primarily an act of violence and aggression rather than a sexual act. Anyone is vulnerable to sexual assault, regardless of age, sex or race. Studies also indicate that over 50% of all sexual assaults occur in the victim's home, and that the majority of victims are assaulted by acquaintances.

The effect on the victim, family and friends can be traumatic. Dealing with the sexual assault is further complicated because family, friends and professionals are sometimes unable to cope with sexual assault and its implications.

However, as victims become aware of the facts regarding sexual assault, their sense of guilt diminishes and they may be more willing to seek assistance or report the crime. They begin to realize that they are not to blame -- that rape can happen to anyone.

THE PROBLEM OF CHILD SEXUAL ABUSE

Child sexual abuse is the sexual exploitation of a child under age 18, who is not developmentally capable of understanding or resisting the sexual contact, or who may be psychologically, physically or socially dependent upon the offender. It includes incest (intrafamilial sexual abuse) and child molestation. The sexual contact ranges from body exposure to penetration. Victims can be both male and female.

Researchers report an astonishingly high incidence of child sexual abuse. From 10-20% of children have sexual contact with an adult before they are 18. The American Humane Society estimates that 60,000 to 100,000 children are sexually abused annually.[2]

During fiscal year 1982, 965 or 40.1% of the victims who utilized the services of the 26 sexual assault centers funded by the Minnesota Department of Corrections were under the age of 18. Statistics collected by the Minnesota Department of Public Welfare for calendar year 1982 indicate that their agency received 2,075 reports of child sexual maltreatment.[3]

Because children generally do not question the behavior of adults, physical force is often not utilized in child sexual assault. Rather, bribes, threats or use of a position of authority are used to gain the child's cooperation. In 75 to 95% of child sexual abuse cases, the offender is known to the victim. The offender may be a close friend, family member, guardian or other trusted person. Victims almost always feel powerless to stop the assault. They feel shame and guilt about their sexual experience. Children do not provoke sexual abuse. Sexual abuse of children is always the responsibility of the offender, and never the fault of the victim.

Incest: Incest (intrafamilial sexual abuse), the involvement of a child in sexual activity with a family member, is one of the most common types of child sexual abuse. It is estimated that incest affects ten to 14% of all families. On the average, incest begins at about the age of ten and continues until intervention occurs. Incest victims often exhibit a misleading facade of maturity and sophistication. But because they have never been permitted a normal childhood, they have overwhelming unmet dependency needs. They may engage in self-destructive behavior, such as chemical or alcohol abuse, running away or suicide attempts. They experience intense feelings of ambivalence toward both parents.[4]

[2] Annual Report, Minnesota Program for Victims of Sexual Assault, p. 9.

[3] ibid. p. 9.

[4] Linda Muldoon, Incest, Confronting the Silent Crime, (St. Paul, MN, Minnesota Program for Victims of Sexual Assault, 1979). p. 10.

Behavior Signs and Indicators: Often, victims of child sexual abuse do not talk to anyone about their experience. Thus, it is important to be aware of some of the signs that may indicate that a child or adolescent has been/is being sexually abused. Some of the most common signs in older children include:

Depression

Withdrawal

Poor self-image

Chemical abuse

Running away or aversion toward going home

Recurrent physical complaints such as infections, cramping or abdominal pains, muscle aches, dizziness, gagging and severe headaches

Self mutilations such as cutting, burning, tattooing

Suicide attempts

Truancy

Change in school performance

Overtly seductive behavior/promiscuity/prostitution

Eating disorders such as anorexia, obesity, sudden weight gain or loss

Limited social life

Attention getting or delinquent behavior

Young children may exhibit these signs:

Nightmares and other sleeping disturbances

Bedwetting

Fecal soiling

Excessive masturbation

Clinging/whining

Regression to more infantile behavior

Explicit sexual knowledge, behavior, or language unusual for their age

Withdrawal

Frequent genital infections

Unexplained gagging

Agitation/hyperactivity/irritability/aggressiveness

Loss of appetite[5]

Reporting Child Sexual Abuse: Minnesota state law requires anyone working with children in a professional capacity to report suspected cases of physical or sexual abuse to the local child protection or law enforcement agency. Specifically, the statute is directed at medical, social service, hospital administration, psychiatric or psychological treatment, child care, education and law enforcement personnel.

The purpose of the report is to notify the agencies that have expertise in the investigation of sexual abuse cases of the suspected abuse, so that children who need protection can obtain it. The reporter should not investigate the case or contact the child's parents to obtain information. The police and child protection services will conduct the investigation.

An oral report of the suspected abuse must be made immediately, and must be followed by a written report. A person's legal duty to report is not satisfied simply by reporting to her/his supervisor. The report must be made either to the welfare or police department. The identity of the reporter will be kept confidential.

THE SEX OFFENDER

Most people believe that sex offenders can be identified easily by appearance and dress. However, most sex offenders appear normal, friendly and even attractive. Offenders can be of any age; however, the average sex offender is between 17 and 34 years old. Offenders can be of any age, race, intelligence level or social status.

[5]Child Sexual Abuse. . .It is Happening, (Minnesota Program for Victims of Sexual Assault, St. Paul, MN, January, 1982.)

Another common belief is that most child molesters are homosexual. This is not true. It is common for sex offenders to attack children of both sexes, regardless of the offender's personal sexual preference. Some sex offenders are pedophiles (sexually attracted or oriented to children) while others attack for reasons other than sexual satisfaction. Studies indicate that over 50% of sex offenders were either physically or sexually abused as children, growing up to commit the same sex crimes that were committed against them as children.[6] Some theories suggest that the behavior of sex offenders is attributable to chemical or alcohol intoxication. While this may be a factor in some cases, it is not an excuse or reason for the sex offense.

It is also commonly believed that sex offenders have a higher sex drive than the rest of the population. Loneliness or sexual deprivation are not excuses for sexual assault. Many sex offenders are married, have families or are involved in a sexual relationship at the time they commit the sexual offense.

Many people believe that sexual assault is an impulsive, uncontrollable act; that the offender sees a sexually attractive woman and cannot control himself. This idea is based on the belief that sexual assault is primarily an act of passion. Sexual assault is primarily an act of violence and aggression. The assailant uses sex to inflict violence and humiliation on the victim, or to exert power and control over the victim. In 60% of all sexual abuse cases, the offender plans the assault in advance.

There are three basic types of motivation for rape exhibited by sex offenders:

Anger Rape: Where sex becomes a weapon to express and discharge feelings of anger and hatred. The attack is usually physical as well as sexual. The attack usually follows an upsetting event, such as a fight with a loved one or loss of a job. The rapist feels wronged, hurt or put down. The victim is the recipient of the rapist's anger, resentment and frustration.

[6]Cordelia Anderson-Kent, No Easy Answers, A Sexual Abuse Prevention Curriculum for Junior and Senior High Students, (Minneapolis, MN, Illusion Theater, 1982) p. 156.

Power Rape: Where the purpose is to capture, conquer or control the victim. Sex becomes the rapist's means to compensate for underlying feelings of inadequacy, and serves to express issues of mastery, strength, control and authority. The offense is often premeditated. The rapist engages in conversation with the victim, and believes that the victim wants and enjoys the attack. The rapist often becomes more violent with each repeated offense.

Sadistic Rape: Where hatred and control are eroticized. The offender finds the intentional maltreatment of the victim intensely gratifying. He intends to torture, abuse and punish the victim. The victim may not survive the attack. This type of rape only involves about three percent of all sexual abuse cases.[7]

LAWS ABOUT SEXUAL ABUSE

The Minnesota State Legislature has passed several laws regarding sexual assault These laws, which are some of the most progressive in the United States, are summarized below:

Minnesota Criminal Sexual Conduct Law: The 1975 Minnesota Criminal Sexual Conduct Law classifies criminal sexual conduct into four degrees, depending on the degree of force and the nature and extent of injury to the victim. The statute is divided into two categories: One category relates to sexual penetration, and the other relates to sexual contact. The law stipulates that anyone who has had sexual intercourse with a child who is under 16 and who is at least two years older than the child; or anyone at least four years older than the child who has had intimate sexual contact with the child is guilty of criminal sexual conduct. With a few exceptions, evidence of the victim's prior sexual behavior cannot be used in court. The victim's testimony need not be corroborated by witnesses. The victim need not prove resistance to the attack. The law also protects persons who are unable to withdraw from the attack or withhold consent due to a disability. The law provides that anyone in an ongoing relationship with the victim, either living together or married, can no longer use this relationship as a defense in sexual assault cases. Medical costs arising from examining the victim for purposes of gathering evidence will be paid by the county in which the offense was committed.

[7] Rape Resource Book, A Counseling and Informational Sourcebook for Use by Rape Counselors in Onandego County, New York, Syracuse, N.Y. Rape Crisis Center.

Intrafamilial Sexual Abuse Law: (M.S. 1982, Sec. 609.364 - 609.3644) Intrafamilial sexual abuse is sexual penetration or sexual contact with a child under the age of 18. The statute includes all forms of sexual contact and discards the notion that intercourse is the only inappropriate type of sexual conduct in the family. The law establishes four degrees of intrafamilial sexual abuse: First and second degrees involve sexual penetration or contact of a child under the age of 16, third and fourth degrees involve sexual penetration or contact of a child between the ages of 16 and 18. Consent of the child cannot be used as a defense in sexual abuse cases. There is no need to establish that the offender misused a position of authority in cases involving children under 16 years of age.

The offender may be related to the victim by blood, marriage or adoption. An offender can be a parent, stepparent, guardian, brother, sister, stepbrother, stepsister, first cousin, aunt, uncle, nephew, niece, grandparent, great grandparent, great uncle or great aunt. The offender can also be any adult who regularly or intermittently resides in the same household as the victim.

The law provides for imprisonment of offenders from five to 20 years. However, the court has discretion to stay execution of the sentence if it is deemed in the best interest of the family. The court may also require the abusing party to participate in treatment or counseling.

Incest Law: (M.S. 1982, Sec. 609.365 - 609.37) The incest law prohibits sexual intercourse between blood relatives. Because the law requires proof of sexual intercourse rather than sexual contact, and because the offender and victim must be blood relatives, the Intrafamilial Sexual Abuse Law is generally used to prosecute cases where the victim is under age 18. The incest law is used when the victim is over 18. The maximum penalty for violating the incest law is ten years imprisonment.

Reporting of Maltreatment of Minors Law: (M.S. 1982, Sec. 626.556) Anyone who works with children in a professional capacity must report suspected cases of neglect, or of physical or sexual abuse to the local child protection or law enforcement agency. The law requires that all such reports be investigated and that protective and counseling services be provided in appropriate cases. This law specifies who must report and details reporting procedures. The reporter is immune from civil liability. Failure to report is a misdemeanor punishable by a fine up to $500 or 90 days in jail.

Reporting of Maltreatment of Vulnerable Adults Act: (M.S. 1982, Sec. 626.557) Any professional or delegate engaged in the care of vulnerable adults or engaged in education, social service, and law enforcement or is a licensed health professional, an employee of vocational rehabilitation facilities or licensed health or welfare facilities must report suspected cases of neglect or physical or sexual abuse of vulnerable adults to local law enforcement or welfare agencies. Vulnerable adults include persons 18 years of age or older who are residents or patients of nursing homes, day care centers, residential or mental health facilities, or who are unable to report abuse or neglect without assistance because of a physical, mental or emotional impairment.

VICTIM SUPPORT SERVICES

Law Enforcement Services: The police or sheriff may be the first contact the victim has after the assault. It is the responsibility of the police department to properly investigate the case, and to gather and preserve evidence necessary for the public prosecution of the crime. The responding officer will interview the victim and any witnesses involved to gain basic information about the assault, and gather and preserve evidence at the scene of the crime.

Child Protection Services: Because reports of child abuse must be made to the county welfare department, a child protection services worker is usually involved in all suspected cases of child sexual abuse. The purpose of child protection services is to assure that in every suspected case of child abuse, the child receives immediate care and protection. The child protection worker will also assure that adequate care is provided on a permanent basis. The child protection worker will make an assessment of the situation to determine the need for protective intervention or other appropriate services through a home visit and interviews of family members.

Hospital Services: Hospital personnel conduct a medical examination of the victim to achieve two primary goals: 1) The medical diagnosis and treatment of physcial injuries, venereal disease or pregnancy; and 2) the collection of medical evidence for prosecution of the case. The cost of an evidentiary examination will be paid by the county in which the crime was committed.

A complete evidentiary examination should be conducted even if the victim has made a decision not to report the crime. If at a later date the victim decides to report the sexual assault, the evidentiary exam may provide medical corroboration of the sexual assault. All cases of sexual assault involving children that are brought to the attention of medical personnel must be reported to law enforcement or child protection services.

Legal Services: Sexual assault, like any other crime, is considered to be a crime committed against the laws of the state. The victims serve as the evidence that the crime was committed and, therefore, serve as the primary witness for the state. The local county attorney serves as the prosecutor for the state. The county attorney has the responsibility to review the police reports, the results of the medical evidentiary examination, and all other statements given by the victim and other witnesses. The purpose of the review is to determine if there is sufficient information to conclude whether a specific person violated a specific law. The county attorney has the discretion to determine whether or not to file criminal charges as well as what charges to file against an alleged offender.

The judge presiding over the sexual assault trial imposes the sentence upon the offender. The sentence could include imprisonment, probation, treatment or any combination.

Cases of child sexual abuse may be resolved through criminal prosecution in district court as described above or through civil neglect/dependency procedures in juvenile court. Criminal prosecution procedures are initiated to allow the courts to gain control over the offender. The neglect dependency procedure is initiated to allow the court to take custody or to have power over a child who is not being properly cared for by his or her parents. When a parent is unable or unwilling to protect a child from sexual abuse by the other parent, relative or friend, etc., the juvenile court may intervene to protect the child. An investigation of the sexual abuse is conducted by the local law enforcement or welfare department. The results of these investigations are brought to the attention of the juvenile court. The juvenile court has the authority to take a child into custody or provide temporary placement if there is a reason to believe that a child is in danger. The juvenile court conducts a series of fact finding hearings to determine neglect or dependency. If the court finds the child neglected or

dependent, it may order any of the following dispositions: Placing a child under protective supervision by the welfare department in the child's home under specified conditions; transferring legal custody to the local welfare department; or the court may order the child's parents to provide the child any needed special treatment or care.

Sexual Assault Centers: Currently, 26 sexual assault centers exist in communities throughout Minnesota to provide assistance and support to victims. They operate with a small staff and a core of committed volunteers. The centers provide a variety of services including: Crisis intervention through a 24-hour crisis line; advocacy; information and referral; individual, short and long term counseling; and support groups.

The sexual assault centers also provide training to acquaint professionals throughout the service delivery system with the issue of sexual assault and to help professionals develop sensitivity to the needs of the victim. Public education efforts have also been developed by the centers to dispel the myths surrounding sexual assault and to acquaint the public with available services.

CHAPTER FOUR

SEXUALITY AND DISABILITY

MYTH VERSUS FACT

The relationship between sexuality and sexual abuse as it concerns persons with disabilities is complex. Many people believe that persons with disabilities are not sexually attractive, and therefore will not be sexually assaulted. Unfortunately, many disabled persons also believe this myth. The sexual attractiveness of the victim is not related to sexual assault; however, the myth that persons with disabilities are not sexual beings or sexually attractive must be addressed.

Too often societal attitudes of family and friends and personal self-doubts lead people with disabilities to deny their own sexuality. Disabled people are socialized from childhood onward into an asexual role, and thus show a surprising lack of knowledge and curiosity about sexual matters.[1] A report from a workshop on sexuality held at Southwest State University stated that, "people who are congenitally or early life handicapped seemed to view themselves as asexual and lacked basic information about communication, dating, etc."[2]

Individuals with disabilities need to learn that they are sexual beings and can be sexually attractive. Sexual feelings are not learned; they are physiological. However, feelings of sexual attractiveness come from within and are based on feelings of self-worth and self-esteem. These feelings are learned and should be fostered by family, friends and teachers so that they can be internalized by the disabled individual.

WHY SHOULD SEXUALITY INFORMATION BE PROVIDED

Sexuality refers to a broad range of issues and experiences including the individual's perception of her/himself, body image, dress, body language, interactions with the same or opposite sex, dating, marriage and the sex act itself. For children with

[1] Marilyn Rousso, Disabled People Are Sexual, Too; The Exceptional Parent, December 1981, p. 21.

[2] Virginia Stuart, Sexuality and Sexual Assault, Disabled Perspective (Marshall, MN State University, 1980) p. 5.

disabilities, real physical limitations and societal barriers can limit sources of information on sexuality that are readily available to others. Families may be reluctant to provide information about sexuality because they feel uncomfortable discussing sexuality in general, or are afraid of unrealistically raising the expectations of their disabled child. Thus, sex, dating, marriage and childbearing are never discussed, or may even be explicitly discouraged; giving disabled children and adolescents the message that sex and sexuality are not for them.[3]

It is essential that information about sexuality be provided to children with disabilities before providing information about sexual assault. Children are more likely to be victimized by abuse when they are uninformed about sex and their own sexuality. They are more likely to misread social cues, including danger signals, to give misleading cues themselves, and accept abuse because they feel they have no options. They are less likely to make assertive, active choices.

Information on positive sexuality will also allow the student to put information about sexual abuse into perspective. Research has shown that normal sexuality versus sexual abuse is very confusing for adolescents. The provision of positive sex education will allow these differences to be examined, and healthy and abusive sex can be contrasted.[4] This education will also allow students to become familiar with anatomy and other general information relevant to a discussion of sexual assault.

A variety of materials on sexuality and disability has been developed during the last several years. A listing of some of these materials can be found in the Resource Bibliography on page 171.

ATTITUDES AND BEHAVIORS FOR TEACHING SEXUALITY INFORMATION

Before providing information about sexuality to students with disabilities, instructors should examine their own attitudes about sexuality in general, and about sexuality and disability in particular. Students may sense the attitudes and feelings of the instructor, although they are not explicitly expressed, and may unconsciously internalize these beliefs. Also, instructors should be comfortable presenting the subject matter, as feelings of discomfort may negatively affect interactions with the students.

[3] Rousso, Disabled People Are Sexual, Too; p. 2.
[4] Anderson-Kent, No Easy Answers, p. 11

Instructors should keep the following general principals in mind when presenting sexuality information to students:

1. Come to terms with your own sexuality so you will be more comfortable dealing with conflicts and tensions that may arise in class.

2. Be aware of the variety of sexual feelings, behaviors and attitudes of others, and deal with them in a non-judgmental manner.

3. Come to terms with the language of sex, both technical and slang, and be able to use it and accept it freely from others.

4. Provide sexuality information to foster a positive attitude about sexual feelings and to teach appropriate and inappropriate behavior, not to eliminate sexual responses.

5. Design your content and teaching techniques to effectively reach the students and address issues relevant to their daily lives.

6. Create a positive atmosphere for teaching by being flexible, imaginative and honest, and direct in manner and speech.

7. Maintain a sense of humor![5]

[5]Phyllis Cooksey, Handout, Planned Parenthood of Minnesota.

CHAPTER FIVE

FIELD TESTING THE CURRICULUM

The curriculum was tested with various populations of disabled adolescents in five sites in Minnesota. The purposes of the pilot testing were:

a. to evaluate whether the subject matter was relevant to the students;

b. to determine the most appropriate methods of presenting the material to blind, hearing impaired, physically disabled and mentally disabled students;

c. to establish the roles the teacher and the community resource person should play in presenting the curriculum to the students;

d. to determine what modifications should be made to the curriculum for younger students;

e. to evaluate the effectiveness of the teaching techniques through a pre/post test on attitudes about sexual assault;

f. to determine parents' acceptance of providing information about sexual abuse to their children in the school setting.

A variety of approaches were utilized to present the curriculum to the students during the piloting phase. The material was presented to hearing impaired students during a health class at a suburban senior high school, and to younger hearing impaired children in a Twin Cities metro area elementary school. The curriculum for physically disabled students was presented to a home economics class at a residential school in a rural area in southwestern Minnesota. The class period was lengthened so that the material could be covered in four rather than in seven class periods. The curriculum for mentally disabled students was presented to a human development class of trainable mentally retarded students near downtown St. Paul. Blind students received the information on a weekend camping experience in southeastern Minnesota.

A test was administered to the students to assess their knowledge and attitudes about sexual assault before and after the curriculum was presented. Results of the pre/post attitude tests and characteristics of each student population and field testing site are presented in Table 1.

Teacher guidelines, parent training information and the curriculum for each population were modified based on the results of the field testing.

TABLE 1

Characteristics of Testing Sites and Student Populations

Site	St. Louis Park High School	Lakeview Residential School	Bridgeview School	Outdoor Workshop	Seward Elementary School
Location	St. Louis Park	Worthington	St. Paul	Southeastern Minnesota	Minneapolis
Class	Hearing Impaired Health	Home Economics	Human Development	Workshop; Social Interaction	Health
Student Population	Hearing Impaired	Physically Disabled	Trainable Mentally Retarded	Visually Impaired	Hearing Impaired
Number of Students	15	9	13	24	16
Age Range	15-18	16-20	13-20	13-19	9-12
Average Rise in Test Scores	14.34%	11.67%	23.4%	21.5%	Tests not Administered

CHAPTER SIX

PARENT TRAINING

Introduction

A parent training session on preventing sexual abuse of children with disabilities should be offered to parents of students who will be participating in the curriculum. There are three important reasons for the provision of this training:

1. Background information on sexual assault and its prevention can be provided.

2. Parents will have the opportunity to understand and discuss the curriculum.

3. Parents will feel more comfortable discussing the issue with their children, and will be better equipped to answer any questions that may arise.

The pilot testing revealed that parents of younger school children were generally more interested in participating in the parent training than were parents of older children. However, most parents who attended the training were pleased to have the opportunity to participate and found the training to be valuable. Parents were supportive of providing sexual abuse prevention information to their children.

An additional way to disseminate sexual abuse prevention information to parents is to send a letter informing parents about the curriculum along with the following brochures: "Are Children with Disabilities Vulnerable to Sexual Abuse?", "Sexual Assault, A Statewide Problem", and "Child Sexual Abuse: It is Happening". Teachers should be available to consult with parents who have concerns about sexual abuse or discuss the reactions of the students to the curriculum upon completion.

A variety of options exist for presenting parent training. The teacher can present the material her/himself, or utilize the local sexual assault center as a resource. Films or slide-tapes are also available for presentation. (See Resource Bibliography on page 171 for a listing of audiovisual materials.)

The focus of the parent training should be on preventing sexual abuse of children and adolescents with disabilities. Parents need to know that children with disabilities are vulnerable to sexual abuse and should receive basic information about sexual abuse and its prevention. Parents will be supportive of providing sexual abuse education to their children if the focus of the education is on personal safety and prevention.

Generally parent training sessions were approximately one and one-half to two hours in length. A sample letter to parents appears in Appendix C on page 141 and a sample outline for parent training follows.

Sample Outline for Parent Training

I. Introduction: Introduce yourself and allow parents to make introductions. Ask participants to state any questions or concerns they may have to insure that these topics are addressed during the training.

II. Definition of Sexual Assault: Stress that sexual assault includes any sexual touching in which one person does not want to be involved, or in which a person is forced or tricked. It includes not only forcible rape, but child sexual assault, acquaintance rape, same-sex assault, incest, marital rape, obscene phone calls and exposing.

III. Are Disabled Adolescents Vulnerable to Sexual Abuse?: (This information is presented in Chapter 3.) Stress that positive steps can be taken to decrease vulnerability to sexual assault. Knowledge about sexual assault is the first step toward its prevention.

IV. Attitudes About Sexual Assault: State that everyone grows up with the attitudes about sexuality and sexual assault prevalent in our culture. Further, most parents feel uncomfortable talking about these issues with children. Parents should be aware of these feelings before discussing sexual abuse with their children. Children will be aware of parental attitudes and feelings although not overtly expressed. Stress that parents have the ability to deal with these issues effectively. Community resources can be used for support and assistance.

V. Myths and Facts About Sexual Assault: Include general myths as well as myths specific to the disabled population. (This information is presented in the lesson plans.) Ask parents to think of other myths they believed while growing up which were not covered in the presentation.

VI. What if Your Child is a Victim?: (This information is presented in Appendix E, page 153.)

VII. Victim Support Services: (This information is presented in Chapter 2.)

VIII. How Can You Help Prevent Sexual Abuse?: (This information is presented in Appendix B, page 139.)

IX. Overview of Curriculum: Briefly review each lesson by stating the lesson goal and mode of presentation. It is helpful to have resource materials, such as posters, handouts, etc., on hand for parents to examine.

X. Exercises: (optional) If time permits, parents can role play some of the lessons. "Touch", "Reactions and Feelings of Victims", or "Assertive Role Plays" are suggested.

CHAPTER SEVEN

TEACHING GUIDELINES

The following teaching guidelines are based on the results of field testing the curriculum:

1. Be aware of your own comfort level in dealing with sexual abuse. Many people, including teachers and professionals, feel uncomfortable discussing the issue of sexual abuse. However, a thorough review of curriculum materials, background reading and contact with sexual assault centers or other community resources should increase your comfort level.

2. Utilize a person from a sexual assault center or other community agency as a resource. It is recommended that the teacher present the material to the students her/himself, utilizing someone with expertise in the area of sexual assault such as a representative of a sexual assault center, a school social worker, police officer, or child protection worker as a resource. The sexual assault resource person can answer questions that arise in class, explain available community resources, assist the teacher with classroom instruction, or work with students who have been sexually abused. Your familiarity with the issue can determine to what extent outside resources are utilized. If there is no sexual assault center or other resource in your community, contact the Minnesota Program for Victims of Sexual Assault for assistance.

3. Offer the curriculum in the most appropriate setting. The curriculum may be included in a course on sexuality, home and family living, public safety, personal growth and development or any other course deemed appropriate. Because many students with disabilities are mainstreamed and are not in classes with other disabled students, it may not be possible to present the curriculum to a group of disabled students in school. Group homes or residential facilities, retreats, or special summer programs for students with disabilities are also appropriate settings.

4. Be flexible in your approach. Do not hesitate to modify the curriculum to meet the needs of your students. If you are working with students with multiple disabilities, or in a classroom where a variety of disabilities are represented, you may wish to select portions of each of the four curricula to offer to the students. The suggested length of each lesson is approximately 60 minutes, or one class period.

   If classroom time is limited, choose only certain lessons to present in their entirety or select only portions of each lesson to present. Flexibility in your approach will allow this curriculum to meet your individual needs.

5. Do research on existing community resources beforehand. What are the police reporting procedures in your community? What hospitals are best equipped to handle sexual assault evidentiary examinations? Is there a sexual assault crisis center? What other community services are available? Obtain names and telephone numbers of contact persons.

6. Deal with the students' embarrassment early in the discussion. Most students are not used to dealing with sexuality or sexual assault in the classroom and may feel embarrassed. This embarrassment may be expressed through giggling, laughing, silliness or silence. Stress the importance of acquiring knowledge about sexual assault and the serious nature of the crime. Also stress that what students disclose inside the classroom should not be discussed outside of class.

7. Stress that anyone is vulnerable to sexual abuse. Because the curriculum is designed to emphasize the vulnerability of persons with disabilities and address specific situations which disabled adolescents face, the danger exists that students will conclude that persons without disabilities are never victimized. Stress that anyone is vulnerable to sexual abuse, including persons with disabilities.

8. Think about how you will talk to a student who discloses sexual abuse. Educators are not responsible for being the investigator, prosecutor, judge or therapist in sexual assault cases. The educator's role in the event of a disclosure is to be a support and resource person. Here are some general guidelines for responding to a victim:

Believe - It is likely that a victim will disclose at an "inappropriate" time, e.g. when being disciplined, or in the middle of a class discussion where the student may not be taken seriously. It is also likely that the person will not have all the details straight, or tell the entire story, and therefore is discounted or not believed. However, it is very unlikely that a person will make up a sexual abuse experience. Sexual abuse is often very embarrassing and difficult to talk about. Therefore, accusing someone of committing a sexual assault is not an easy or likely way to "get back at someone".

Affirm - Acknowledge the importance of talking about the abuse and getting help. Do not assume that the student knows she/he should talk about it.

Support - Even if someone was tricked or manipulated into doing something they "should have known better than to do", the abuse is not their fault; the tricks and manipulations are part of the abuse and victimization process. Reinforce that a person who has been victimized was forced, tricked or manipulated and therefore is not to blame.

Empower - A victim of sexual assault often feels helpless and powerless. By affirming and supporting her/his feelings, listening to her/his concerns, fears and needs and educating her/him about available resources, the victim is empowered with a sense of all the options available and her/his ability to no longer be a victim.

Refer - Help the student receive appropriate services through referral. Also, be knowledgeable about reporting the child sexual abuse to the child protection or law enforcement agency.[1]

[1]Cordelia Anderson-Kent, No Easy Answers, p. 12.

CHAPTER EIGHT

INTRODUCTION TO THE LESSONS

The remaining chapters contain lesson plans for hearing impaired, physically disabled, blind, and mentally retarded adolescents. The curriculum can be presented by special education teachers, group home staff, counselors, or social workers who work with disabled persons. It is recommended that the materials be presented by someone who is familiar with the needs of each student, such as a special education teacher, and that someone with expertise in the area of sexual assault, such as a representative of a sexual assault center, school social worker, child protection worker or law enforcement officer, be utilized as a resource.

Specific information for hearing impaired, physically disabled, blind and mentally retarded adolescents is contained in Chapters Eight through Eleven, respectively. Chapter Twelve contains modifications for younger students.

Each lesson contains instructions, exercises, handouts, teacher guides and notes on presenting the lessons.

Teacher Guides, Handouts and Exercises that are used in more than one curriculum are contained in the Appendices. These materials used in only one curriculum are contained within that curriculum. All posters used in presenting the lessons are enclosed with the curriculum. Unless indicated, other materials are available from the Minnesota Program for Victims of Sexual Assault, Room 430 Metro Square Building, St. Paul, Minnesota 55101, (612) 296-7084.

Basic topics covered in the curriculum include the following:

Topic: Vocabulary

Objective: Students will learn vocabulary words used in discussing sexual assault.

Most junior and senior high school students are familiar with the term "sexual assault". However, they think of sexual assault as "rape", a man forcing a woman to have sex.

But this is only one kind of sexual assault. Sexual assault also includes sexual contact with children by adults, incest, same-sex assault, marital rape, and acquaintance rape. Sexual assault is any forced or tricked sexual contact.

Obscene phone calls and exposing are also forms of sexual abuse. Many students will have experienced these types of sexual abuse and will be willing to share their experiences. Discussion should focus on what the student felt like rather than exactly what happened.

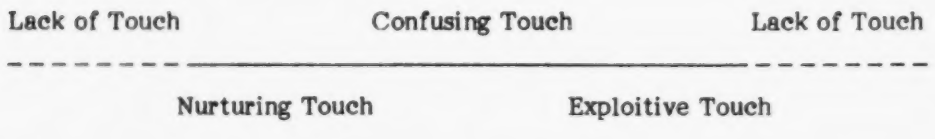
An essential concept of this lesson is the difference between sexual assault and healthy sexuality. Make sure students understand that if a person is forced, tricked, or coerced into sexual contact, it is sexual assault.

When discussing body parts, present the technical terms but also let students express their own terms for body parts, terms used by young children, including street jargon, etc. This will raise the students' comfort level in discussing sexual abuse, even if they are not familiar with all of the technical terms.

Topic: Touch

Objective: Students will identify their feelings about different types of touching.

The TOUCH CONTINUUM is a tool developed to teach young children about sexual abuse. The Touch Continuum includes all types of touch, from nurturing touch, to confusing touch, to negative touch, to lack of touch.



Lack of touch can be positive or negative. If a person wants and needs touch, but is denied touch, this lack of touch can be negative. However, if a person does not want to be touched, lack of touch can be positive. Nurturing touch is touch that feels like something is being given or shared. Hugs, kisses, handshakes, and some games are examples of good touch. Confusing touch is any touch that cannot be clearly labeled

positive or negative. Any touch may become confusing when: 1) the meaning of that touch is not clear, 2) a double message is received, 3) the receiver is not accustomed to the touch or doesn't want to be touched, or 4) the touching becomes sexual and the receiver is confused about it. Negative touch is touch that is painful, or feels like something is being taken away. The receiver feels hurt or used. Kicks, hits, slaps, and sexual abuse are examples of exploitive touch.[1]

An important concept of this lesson is the fact that the same touch can be positive or negative depending upon the individual and the situation. Thus, there may be some disagreement about whether a certain touch is positive, confusing, or negative during class discussion. Students may want to role play assertive responses to the negative touch situations such as saying "no", moving away, etc. However, discussion should focus on students' feelings about different touches rather than on assertive responses.

Topic: Myths and Facts About Sexual Assault

Objective: Students will learn factual information about sexual assault.

The issue of sexuality and sexual abuse is so shrouded in myths and misconceptions that it is difficult to determine what is true and what is not. Most information received about sexual abuse, especially through the media, supports commonly held myths and popular opinions. Educational materials to dispel the myths and provide factual information have been developed only recently. Dispelling the myths and providing factual information is the first step towards prevention of sexual assault.

Many junior and senior high school students do not see themselves as attractive and, because they believe the myth that only attractive women are raped, are not concerned about prevention of sexual assault. Students must learn that sexual assault is not related to the appearance of the victim. Anyone can be sexually abused.

During discussions, be aware that students can become programmed to give the right answers while still believing the myths. For example, students may say that sexual assault is not the victim's fault, but still believe that a woman who allows a man she

[1]Cordelia Anderson-Kent, Child Sexual Abuse Prevention Project, An Educational Program for Children, (Minneapolis, MN, Sexual Assault Services, Hennepin County Attorney's Office, 1979).

just met to take her home is asking to be raped. It is important to respond to statements that students make which imply that the sexual assault was the victim's fault, and that the offender is not to blame for the attack. The victim's behavior or dress does not make her/him responsible for the sexual assault.

Topic: Acquaintance Rape and Incest

Objective: Students will be introduced to realistic situations where sexual assault could occur, and will learn that certain behaviors increase the possibility of sexual assault.

If the previous lessons have been presented, students will be relatively comfortable with conceptual information about sexual assault, and should be familiar with the myths and facts. Students should know that at least two-thirds of sex offenders are acquainted with their victims before the assault. However, many may still think of sexual assault in terms of strangers.

This is the first lesson where students see or hear about specific situations where sexual assault has occurred. Being confronted with realistic situations can be frightening for students. Students may indicate discomfort with the topic by fidgeting, embarrassment, withdrawal or unusual misbehavior.

If a student discloses a sexual assault in class you may want to tell the student to talk to you after class, and hold the discussion in private.

Topic: What if you are a victim?

Objective: Students will learn basic information about reporting sexual assault, the medical examination, prosecution, and community resources, and persons will be identified who can be told about sexual assault.

Instructors should be familiar with community resources for sexual assault victims and procedures in the community for reporting, medical examination and prosecution. Answers to these questions can be obtained from the local sexual assault center, law enforcement agency or Child Protection Unit of the county welfare department. Sample questions are provided below:

Does your local police department have a special unit that handles sexual assault crimes?

Is there a certain hospital where victims should report?

How does the hospital handle sexual assault cases?

Does the court system have a program to assist and support victims who decide to prosecute?

Is there a sexual assault center in the community? If so, what services are provided? If not, where else can victims go for help?

Whether or not a person reports sexual assault to the police is a very personal, individual decision. Stress that it is important to tell someone what happened, but do not judge students who say they would not report. Ask them to state their reasons for their decision and discuss. It is important to allow ample time to complete the Who Do You Tell? worksheet, since this is an opportunity for students to identify individuals they would tell if they were assaulted.

Topic: Reactions and Feelings of Sexual Assault Victims

Objective: Students will become aware of the feelings of sexual assault victims during and after the assault.

This lesson contains realistic situations where sexual assault has occurred. Discussion should focus on how students would feel during, directly after and days or weeks after the assault. There are no right or wrong answers for the questions provided, but questions should facilitate discussion and allow students to explore their feelings.

Be sure to emphasize the fact that victims can be both male and female. During the piloting, responses of males differed from those of females. Males tended to deny that the sexual assault could happen to them, minimized feelings about the assault or emphasized the use of physical force or a weapon to get out of the situation. Ask students why responses of men and women are different. Focus discussion on feelings about the assault rather than on prevention.

Topic: Personal Safety

Objective: Students will learn personal safety to guard against sexual assault.

Students are accustomed to thinking about avoidance techniques to prevent sexual assault by strangers, but not to develop techniques for prevention of sexual assault by acquaintances. Focus discussion on prevention of both stranger and acquaintance sexual assault. Examples of prevention techniques are presented in the Teacher Guide.

During the piloting of this lesson, students tended to focus on defending themselves during a sexual assault, rather than avoiding potentially dangerous situations. Students suggested personal safety techniques such as kicking the rapist in the groin, poking the rapist's eyes, carrying a weapon, etc.

Discussion should be focused on avoidance rather than self-defense. You may want to invite a speaker on self-defense to come to class later to demonstrate self-defense techniques if students are interested in the topic.

Topic: Assertiveness

Objective: Students will identify and practice assertive behavior.

Assertiveness is one of the most important skills students can learn to prevent sexual abuse. Few people in our society learn assertive behavior and this is especially true for persons with disabilities. Yet, persons with disabilities are often in situations where they must act assertively by obtaining or refusing help from strangers, asserting themselves with family, friends or caretakers, etc. Learning to be assertive will greatly enhance feelings of self-worth and assist in building relationships, as well as help students avoid potentially dangerous situations.

Assertion can be defined as thinking, speaking, and acting on a person's own thoughts, feelings and desires, taking into account the wishes and feelings of others. It is a way of standing up for the person's own rights without violating the rights of others. Assertive behavior does not always bring the desired result, but it is worthwhile in that it allows the individual to state what he/she wants or thinks.

Aggression involves violating the rights of others, or showing them no respect. It includes sarcasm, insults, or intimidation to win or dominate.

Submission means giving in to other people's requests, demands or feelings, without regard to a person's own wishes or feelings. Submissive behavior is based on the belief that other people's feelings, opinions, and desires are more important, or that an expression of an individual's feelings will result in punishment.[2] Submission is often expressed by silence. It is this type of behavior that can lead to sexual assault, especially by acquaintances.

Most of the exercises provided do not deal directly with sexual assault. However, practicing assertive behavior in nonthreatening situations may facilitate the use of assertive responses in potentially abusive situations. Some examples of assertive, aggressive and submissive behavior follow:

1. Someone tries to give you a hug after a high school football game and you don't want to be hugged.

   Assertive response: "I like you, but I don't feel like being hugged today."

   Aggressive response: "Get your hands off me. You are a real slob, and I don't like you."

   Submissive response: Say nothing and allow the person to hug you because you don't want to hurt the person's feelings.

2. You are at a party. You are ready to leave, but your friends do not want to leave yet.

   Assertive response: Tell your friends that you would like to go home. If they are not ready, you can decide to wait for them, go home with a friend or someone else you trust, or call your parents or a taxi.

   (Note: Even though you express your feelings about wanting to leave, your friends may still insist on staying.)

[2]Ginny Nicarthy, Assertion Skills for Young Women, National Female Advocacy Project, New Directions for Young Women.

Aggressive response: Insist that your friends drive you home immediately, regardless of their desires. Keep bothering them until they take you home.

Submissive response: Do not tell your friends that you are ready to go, because you do not have the right to state your desires since you didn't drive. Wait patiently until your friends are ready to leave.

CHAPTER NINE

CURRICULUM FOR HEARING IMPAIRED STUDENTS

PRE/POST ATTITUDE TEST

Objective: Students' attitudes about sexual assault will be assessed before and after curriculum presentation.

Instructions:

-- The purpose of this test is to determine students' knowledge and attitudes about sexual abuse. Students should not be graded but the test should be given again upon completion of the curriculum and results compared.

-- Allow students to complete the test.

-- Sign test content generally or sign word for word for students with limited reading ability to ensure that students comprehend question content.

Materials: Handout: Pre/Post Attitude Test

Teacher Guide: Pre/Post Attitude Test Answer Key (Appendix D, page 143)

NOTE: Administer the test again upon completion of the curriculum. Discuss correct answers with students.

HANDOUT

PRE/POST ATTITUDE TEST

PLEASE CIRCLE THE BEST ANSWER:

1. Sexual assault is: (choose the best definition)

   a. a woman walking alone at night; a stranger jumping out from behind a bush and forcing her to have sex;

   b. forcing or tricking a person into sexual touching when s/he doesn't want to be touched;

   c. someone who does not have a disability having sex with someone who has a disability;

   d. a man using a weapon (such as a knife or gun) to force a woman to have sex with him.

2. Sexual assault includes:

   a. exposing one's genitals to frighten or scare someone;

   b. an adult forcing or tricking a child into sexual touching;

   c. a husband forcing his wife to have sex when she says she doesn't want to;

   d. an obscene phone call where someone you don't know says nasty things over the phone;

   e. all of the above.

PLEASE INDICATE IF THE STATEMENTS BELOW ARE TRUE OR FALSE:

3. ____ When someone gives you a hug, it always makes you feel good.

4. ____ People who are sexually assaulted are asking for it. Rape is the victim's fault.

5. ____ Sexual assaults can happen to men, women and children.

6. ____ Most rapes happen because a man sees a very attractive woman and can't control himself. Sexual assaults are not planned in advance.

7. ____ Deaf people are not likely to be sexually assaulted because rapists feel sorry for deaf people.

8. ____ Sexual assault can result in pregnancy.

9. ____ A deaf person could never prosecute a rapist because police departments cannot obtain interpreters for communication.

(TRUE/FALSE CONTINUED)

10. ____ If you stay away from strangers and don't go out alone at night, you will never be sexually assaulted.

11. ____ It's a good idea not to let strangers into the house without identification.

12. ____ If you are sexually assaulted, you should report the crime to the police and go to the nearest hospital emergency room.

13. ____ If you were sexually assaulted a long time ago, it's best to try to forget about it. Don't tell anyone.

14. ____ Incest (where a child is sexually assaulted by someone in the family) is against the law.

15. ____ If a woman meets a man in a bar and decides to let him take her home, she is really saying "I want to have sex with you".

16. ____ Women often say they don't want to have sex with men when they really do want sex, so if you are with a woman who says she doesn't want sex, you should force her into it.

17. ____ If a woman (or girl) goes out on a date with a man (or boy) and the man pays for the food, the woman should have sex with him to say "thank you" even if she doesn't really want to.

18. ____ People who have been sexually assaulted often feel worthless and dirty.

19. ____ If you have been sexually assaulted and you tell someone and they don't believe you, you should tell someone else.

CHOOSE THE BEST ANSWER:

20. If a friend tries to hug you and you don't want to be hugged, you should:

    a. move away and not say anything;

    b. hug the person back so you don't hurt their feelings;

    c. say something like "I like you, but I don't want to hug now";

    d. push the person away and yell "leave me alone".

LESSON 1 - VOCABULARY

Objective: Students will learn vocabulary words and signs used in discussing sexual assault.

Instructions:

-- Write vocabulary words on blackboard.

-- Ask students to define each word. See handout for definition. It may be helpful to prepare a set of questions on each word to elicit students' responses.

-- Use posters 1 and 2 to illustrate body parts.

-- See A Resource Guide for Signs of Sexual Assault* for appropriate signs.

-- Distribute handout, Vocabulary Terms, at close of discussion.

Materials: Handout: Vocabulary Terms (Appendix E, page 150)

Posters 1 and 2

A Resource Guide for Signs of Sexual Assault

Teacher Notes: Hearing impaired students have limited access to the wealth of oral information that other students receive. Thus, many of the concepts surrounding sexual assault may be unfamiliar to the students. It is essential to explain all vocabulary words thoroughly, using a variety of signs and examples to convey your message.

There are a variety of different alternatives which can be used in presenting these terms in sign language. Allow students to show the signs they use for the terms, especially for body parts.

Use the signs you feel most comfortable with, but be open to the suggestions made by students. Your openness will facilitate communication and ease feelings of discomfort.

*Available from the Minnesota Program for Victims of Sexual Assault upon request.

LESSON 2 - TOUCH

Objective: Students will learn to identify their feelings about different types of touch.

Instructions:

Option 1:

-- Introduce the concept of touch, using information in Chapter Seven.

-- Describe role plays in Teacher Guide, emphasizing different kinds of touch.

-- Obtain student volunteers to role play different scenes.

-- Ask actors whether the touch was positive, confusing or negative and to name other touch that feels the same way.

Option 2:

-- Show posters 3 through 11.

-- Ask students to describe what is happening in each poster and what they think the touch feels like.

-- Ask students to name other touch that feels the same way.

Materials: Exercise: Touch Role Plays

Posters 3 through 11

Teacher Notes: The piloting of this lesson indicated that the hearing impaired students were more open to expressing their feelings about different kinds of touching than were other students. This could be the case because touching is utilized in communication to a greater extent than with the hearing population. You may want to observe communication between students before and after class and use your observations to facilitate discussion.

EXERCISE

TOUCH ROLE PLAYS

1. You have been on vacation and have not seen your friend all summer. You give your friend a hug.

2. You are introduced to a new student and shake the student's hand in greeting.

3. You are getting ready for a party and your mother brushes your hair.

4. You are talking to a friend. A third person interrupts, poking you and pulling on your sleeve to get your attention.

5. You are arm wrestling with someone. It starts out to be fun, but one student is so intent upon winning that it starts to hurt.

6. You are roller skating. Someone comes up from behind and grabs you around the waist.

7. You are waiting in line for a movie. Several older students push ahead of you in line.

8. Your team has just won a basketball game. Someone comes up to say "congratulations" and tries to give you a hug. You do not want to be hugged.

9. You are walking down the hall. A student comes up from behind and snaps your bra.

10. You are walking down the street. Several strangers point, whistle or laugh as you walk by (although this is emotional rather than physical touch, the feelings can be similar to those experienced after physical touch).

LESSON 3 - FACTS ABOUT SEXUAL ASSAULT

Objective: Students will learn factual information about sexual assault.

Instructions:

-- Write questions on blackboard, newsprint or overhead projector.

-- Record student responses and discuss whether responses are correct.

-- Use this lesson to review vocabulary.

Materials: Teacher Guide: Facts About Sexual Assault.

Teacher Notes:

Because students who are hearing impaired have limited access to the mass media, they may have acquired little or no information about sexual abuse. Myths must be dispelled when students have acquired misinformation about sexual abuse, but when no information has been acquired, a discussion of myths or mistaken ideas becomes irrelevant. Thus, a presentation of factual information rather than a presentation of myths and facts is more beneficial for this population.

Integrate information about hearing impaired persons into the discussion. For example, stress that hearing impaired persons can be both victims and offenders, and that anyone, including someone who is deaf, has a right to prosecute a sex offender.

TEACHER GUIDE

FACTS ABOUT SEXUAL ASSAULT

1. What is sexual assault? Sexual assault means forcing or tricking someone into sexual contact when the person doesn't want it to happen. It is against the law. It includes child sexual assault, incest, same-sex assault, rape, acquaintance rape, marital rape, exposing and obscene phone calls.

2. Who can be sexually assaulted? Many people believe that only young, beautiful, attractively dressed women are sexually assaulted. Anyone can be a victim no matter what they look like or how old they are. Victims are of any age, size, race, appearance and social class.

   There is also evidence that men, as well as women, are being sexually assaulted. It is hard to tell how often this happens because men often don't report the crime, although studies show that one of every 10 males under age 18 is sexually assaulted. Men of any age can be assaulted. Sexual assaults of men are usually extremely violent. Often a weapon is used. These assaults are usually made by men, but women can be offenders too.

   Deaf people are also being sexually assaulted. It is difficult to know how often this happens because the crimes are often not reported. Rapists may look for people that they think are vulnerable to assault. A rapist may think that a deaf person could not cry out during an assault or tell someone about it afterwards. Even though this isn't true, this belief may make deaf people more likely to be assaulted than other people.

3. Where do sexual assaults happen? Sometimes people are sexually assaulted when they are out alone at night. Studies show that one-third to one-half of all sexual assaults occur in the victim's home and that over half of all sexual assaults occur in a private residence. Sexual assaults occur in large cities, small towns, urban rural areas -- anywhere!

4. Who are the offenders? Anyone can be an offender . . . It could be a stranger, but it will more likely be an acquaintance, such as a friend or relative. At least two-thirds of all reported sexual assaults occur between acquaintances. It could be a hearing or a deaf person. Many people think that only "sick" or "insane" men are rapists. Rapists cannot be easily identified by appearance, dress or behavior. Rapists act normal, have families, jobs and friends. However, rapists are more violent than other people. It is this violence that makes a rapist dangerous.

5. Why do people rape? The rapist wants to have power over the victim. Many people believe that rapes occur because a man sees an attractive woman and can't control himself. This is not true. Most sexual assaults are at least partially planned. The offender plans to assault someone. It could be a stranger or the victim may be an acquaintance. Rapists generally have poor social relationships with the opposite sex, a poor self-image and see people as sex objects without feelings. Rape is a crime of violence and hate. Sex is used as a way to hurt and humiliate the victim.

6. Do people like to be sexually assaulted? No. In the majority of sexual assaults, the victim is told s/he will be killed or hurt. When a child is sexually assaulted, threats or bribes are often used to get the child to cooperate. Looking nice, dressing attractively or being out alone at night doesn't mean the person wants to be sexually assaulted. People don't "ask for it".

7. If a person agrees to go out on a date with someone, does that mean they want to have sex? No. People go out on dates for a variety of reasons such as friendship and companionship.

8. Do many people claim to be sexually assaulted when it didn't really happen? No. Studies show that only two percent of sexual assault calls to the police are false reports. This is no higher than false reports of other major crimes.

9. Could a deaf person ever prosecute an offender for a sexual assault? Yes. Police departments and courts must provide interpreter services to hearing impaired individuals upon request. So, a hearing impaired person could file a complaint against an offender.

10. Can sexual assault result in pregnancy? Yes. Anytime the penis enters the vagina pregnancy is possible. Victims of sexual assault should go to the hospital to be checked for pregnancy.

LESSON 4 - ACQUAINTANCE RAPE

Objective: Students will learn dynamics relating to acquaintance rape.

Instructions:

Option 1:

-- Review definition of acquaintance rape.

-- View film, A Night Out.

-- Discuss film using Questions for Discussion: A Night Out, to guide discussion.

NOTE: The film is done completely in American Sign Language. Some of the signs may not be familiar to students. Thus, the students may need to see the film a second time before the discussion.

Option 2:

-- Read Ellyn's Story

-- Discuss the story with the class using Questions for Discussion: Ellyn's Story.

Materials:

Option 1: Film: A Night Out, ODN Productions, Inc.

Questions for Discussion: A Night Out.

Option 2: Exercise: Ellyn's Story.

Questions for Discussion: Ellyn's Story.

Teacher Notes: Sex role stereotypes suggest patterns of behavior for males and females. Confusion results if young people allow themselves to be influenced by stereotypical behavior and by peer pressure. Students should understand that acquaintance rape can occur on dates if the expectation of each person is not communicated clearly.

Deaf people use many communication techniques, including sign language, touching, hugging, body position and intense eye contact. Some of these techniques can be misinterpreted by the receiver as indicators of sexual interest when this may not be the case. Adolescents should be aware of this and know that misinterpretation of communication can lead to sexual assault.

TEACHER GUIDE

QUESTIONS FOR DISCUSSION OF A NIGHT OUT

1. What happened in the film?

2. Was Julie raped? Why or why not?

3. Who put themselves in charge throughout the evening? Who made most of the decisions?

4. What did Julie expect from the date? What were Tom's expectations?

5. What did Julie do that made Tom think she wanted sex? What did Julie's clothing and appearance say to Tom about what she wanted?

6. What did Tom believe about the way "real men" should act on dates which caused him to behave the way he did?

7. What could Julie and Tom have done to prevent the assault from occurring?

EXERCISE: ELLYN'S STORY*

When Pete's parents went out of town, Pete invited all his friends over for a party. The party was a great success and people seemed to have a great time. Before anyone had realized, it had gotten quite late and several people began to leave when they realized they had stayed after their curfew. The house was quite a mess and Pete was interested in having someone stay over and help clean up. Pete was particularly interested in Ellyn's help. He had been wanting to get to know her better, especially since she broke up with Brad. She looked great tonight and Pete thought that she had been very friendly to him throughout the party. Who knows, he thought to himself, she might even be more friendly after all her friends are gone, especially since Brad was at the party with Barb.

Nearly everyone was running out the door to avoid "clean-up duty", but Pete made sure his request for help was heard. "Hey, do you want me to be stuck with this mess? Someone's got to stay and help, how about you, Ellyn? I'll walk you home later." Ellyn didn't want Pete to be stuck with the mess alone, and besides, Brad looked a bit jealous when Pete asked her. She agreed to help.

After they had the place nearly cleaned, Pete reached for Ellyn and began to kiss her. Ellyn was taken aback and nervously said that it was late and she had better hurry home. Pete replied that they had plenty of time and then attempted to kiss her again. Ellyn said, "I just stayed to help. . .stop it." Pete became annoyed and said, "What is wrong, don't you trust me? You were sure friendly earlier tonight. Don't play games with me, Ellyn." Ellyn didn't know what to say. She was confused and things seemed to be happening so fast. She wondered if she had been too friendly. Pete was Brad's friend, but. . .

Pete held her arm tighter and grabbed for her shoulder. Ellyn became frightened and said "Let go", but Pete accused her of teasing him and became very angry. When he grabbed her again, Ellyn felt overpowered and screamed. Pete hit her, covered her mouth and when Ellyn froze in terror, Pete forced her to have intercourse.[1]

QUESTIONS FOR DISCUSSION: ELLYN'S STORY

1. What happened in this story?

2. Was Ellyn raped? Why or why not?

3. What did Ellyn expect to happen when she stayed to help? What were Pete's expectations?

4. How do you think Ellyn felt? How do you think Pete felt?

5. Is there anything that could have been done to prevent the assault from occurring?

*Adapted from Illusion Theater's play NO EASY ANSWERS, 1981, Minneapolis, Minnesota.

[1]Cordelia Anderson-Kent, No Easy Answers, p. 91.

LESSON 5 - INCEST

Objective: Students will learn why incest is against the law, how incest victims feel and that victims have a right to tell someone and be believed.

Instructions:

-- Review definition of "incest".

Option 1:

-- View videotape, An Incest Victim.

-- Ask questions in Questions for Discussion: An Incest Victim, to facilitate discussion.

Option 2: Read Marcia's Story to the class and ask the questions that follow to facilitate discussion.

Materials:

Option 1: Videotape: An Incest Victim

Teacher Guide: An Incest Victim

Option 2: Exercise: Marcia's Story

Teacher Notes: Explain to the class that the videotape is about a 30-year old hearing impaired woman telling of her incest experiences as a child. She was adopted and then placed in numerous foster homes where she was sexually abused by foster fathers and foster brothers. She never realized what incest was until she was 30. She also experienced a sexual assault by a stranger. Explain the difference between rape and incest to the class.

QUESTIONS FOR DISCUSSION: AN INCEST VICTIM

1. Why is incest against the law?

   Possible responses:

   a. Children trust adults and adults should not harm them.
   b. The adult has power over the child and should not misuse this power.
   c. Adults should not use children for sex; it is harmful to the child.

2. Why didn't Peggy tell anyone about the incest when it happened?

   Possible responses:

   a. She was afraid she would lose her foster family.
   b. She was afraid no one would believe her.
   c. She didn't know that incest was wrong.
   d. She thought that she had to do anything an adult asked her to do.

3. How did the incest make Peggy feel about herself?

   Possible responses:

   a. She felt powerless; that she did not have the right to say no.
   b. She felt she was worthless (low self-esteem).
   c. She felt she deserved the incest.
   d. She felt dirty and she felt used.

4. How did the incest experience affect her life?

   Possible response:

   a. She felt powerless and married someone who abused her. She became pregnant and her husband left her. She now raises her son alone.

5. When did she begin to feel better about herself?

   Possible responses:

   a. When she talked to someone about it.
   b. When she learned it was not her fault.
   c. When she learned that it had happened to others also.

EXERCISE: MARCIA'S STORY

Marcia, a thirteen year old girl, goes to the public junior high school in her town. Up until recently, she has been a very good student, always speaking up in class, turning in homework assignments on time, etc. Lately, however, she has become withdrawn and moody and has not been turning in homework assignments or doing well on exams. Several times her teacher has tried to find out what is wrong, but Marcia insists that everything is fine.

One day a woman from the local rape crisis center comes to class to talk about sexual assault and incest. Marcia stays after class and tells the teacher that she has been an incest victim by her father since she was five years old. Recently, her older brother has also begun to force her into sexual contact. She tells the woman that both her father and her brother have said that if she told anyone, she will be forced to leave home.

1. Why is incest against the law?

2. Why doesn't Marcia tell anyone about the incest until after the speaker on sexual assault comes to class? Why do you think she chooses to tell a stranger, rather than someone she knows?

3. How do you think the incest makes Marcia feel about herself?

4. What do you think will happen to Marcia now that she has told someone about the incest?

LESSON 6 - WHAT IF YOU ARE A VICTIM?

Objective: Students will learn basic information about reporting to the police, medical examination, court process, community resources and who can be told about sexual assault.

Instructions:

-- Distribute handout, What If You Are a Victim?

-- Present the material contained in the handout, What If You Are A Victim?, and in the Teacher Guide, Reporting Sexual Assault.

-- Distribute exercise: Who Would You Tell?

-- Allow students ten minutes to complete.

-- Ask students to share responses in a class discussion.

Materials: Handout: What If You Are A Victim? (Appendix E, page 153)

Exercise: Who Would You Tell? (Appendix F, page 157)

Teacher Guide: Reporting Sexual Assault. (Appendix D, page 144)

Teacher Notes: Reporting sexual assault crimes is problematic for hearing impaired persons, especially those who are not able to use a standard telephone. Thus, it is especially important for hearing impaired persons to identify who they would tell if they were sexually assaulted. Police departments, hospitals and other agencies receiving federal and state funding are required to provide interpreter service upon request, but many hearing impaired persons are concerned about using interpreters for fear that the interpreter will not keep the information disclosed confidential. Stress the importance of reporting and of telling someone about the assault despite these barriers. Also, emphasize strongly that the individual has the right to an interpreter throughout all phases of the reporting process. A student may have to insist on his/her right to this service. It is important that students identify specific people that they could tell.

Many communities have an emergency telephone service (911) which can be used with Telecommunication Device for the Deaf (TDD) equipment. Find out exactly how this service operates in your community. A listing of additional resources for hearing impaired persons is contained in the appendix.

LESSON 7 - REACTIONS AND FEELINGS OF VICTIMS

Objective: Students will understand how victims of sexual assault feel during and after the assault.

Instructions:
-- Describe scenes in the exercise, How Does the Victim Feel?, and ask the students the questions provided.

-- Use information in Teacher Guide, Reactions and Feelings of Sexual Assault Victims.

Materials: Teacher Guide: Reactions and Feelings of Sexual Assault Victims (Appendix F, page 145)

Exercise: How Does the Victim Feel? (Appendix F, page 155)

Teacher Notes: This lesson works best if students can put themselves in the situations described in the Teacher Guide and identify personally with the victim. Students should think through what they would do in each situation, how they would contact the police or sexual assault center, how they would obtain an interpreter, etc.

You may need to restate Situation 2 for students who do not use the standard telephone. "A friend of your father's comes to the door to return some golf clubs. You state that your parents are not home but will be home shortly, and allow him to enter. You are not worried because the man has been a friend of the family for many years. . ."

LESSON 8 - PERSONAL SAFETY

Objective: Students will learn personal safety to guard against sexual assault.

Instructions:

-- Divide students into two groups and ask each group to write personal safety suggestions on newsprint or note paper.

-- See which group comes up with the most suggestions in 10 minutes.

-- Write student responses on blackboard and discuss with entire class. See Teacher Guide, Personal Safety Suggestions, for ideas.

Materials: Teacher Guide: Personal Safety Suggestions (Appendix D, page 147)

Teacher Notes: Instruct students to list things they would do to guard against sexual assault by both strangers and acquaintances. Students should develop personal safety techniques which are specifically appropriate for persons who are hearing impaired in addition to general safety techniques. Following are some examples:

-- Have a plan for contacting your parent or guardian in case of emergency.

-- Carry a pencil and paper with you so you can write things down, if necessary, for communication with a hearing person.

-- Watch your reflection in store windows to see if someone is following you. If someone is following you, turn around and see who it is.

LESSON 9 - ASSERTIVENESS

Objective: Students will learn to identify and practice assertive behavior.

Instructions: -- Review definitions of assertive, submissive and aggressive.

Option 1:
- -- Describe scenes in exercise, Assertive Role Plays.
- -- Obtain student volunteers to role play assertive responses to each situation.
- -- Ask students to give positive and negative aspects of each response and suggest alternative ways of responding.

Option 2:
- -- Distribute handout: Assertiveness Chart, to students.[1]
- -- Allow 10 minutes for students to complete the chart.
- -- Ask students to share their responses in a class discussion.

Materials: Exercise: Assertive Role Plays.

Exercise: Assertiveness Chart.

Teacher Notes: Students were extremely eager to participate in the role playing during the piloting, although it may be necessary to request participation of more withdrawn students. Be sure participants understand what is expected of them before each role play. Allow ample time after each scene to process students' reactions.

[1]Cordelia Anderson-Kent, No Easy Answers, p. 107 (adaptation).

EXERCISE: ASSERTIVE ROLE PLAYS

1. Someone comes to the door and says, "My car broke down. May I come into your house and use your phone?"

2. Someone comes up and tries to give you a hug. You don't want to be hugged.

3. You want to give someone a friendly hug and are not sure how the person will interpret the hug. You want to make sure the person doesn't think it's a sexual hug.

4. You are talking with someone; a third person tries to get your attention by pulling on your clothing.

5. Someone you know puts their arm around you and you don't like it.

6. Someone shouts at you because they think you can hear better when they yell.

7. You try to tell someone you have been sexually assaulted and they don't believe you.

8. A person you are not interested in asks you for a date. You are not interested and you don't want to go.

9. You are at a party. You are ready to go home and the friends you came with do not want to leave yet.

10. You have been sexually assaulted. You go to the police and request an interpreter, but the police officer says either that you don't really need one or that an interpreter isn't available now.

HANDOUT - ASSERTIVENESS CHART

SITUATION	SUBMISSIVE RESPONSE	AGGRESSIVE RESPONSE	ASSERTIVE RESPONSE
Someone comes to the door and says, "My car broke down. May I come into your house and use your phone?"			
Someone comes up and tries to give you a hug. You don't want to be hugged.			
You want to give someone a friendly hug and you are not sure how the person will interpret the hug. You don't want them to think it's a sexual hug.			
You are talking with someone; a third person tries to get your attention by pulling on your clothing.			
Someone you know puts their arm around you and you don't like it.			
Someone shouts at you because they think you can hear better when they yell.			
You try to tell someone you have been sexually assaulted and they don't believe you.			
A person you are not interested in asks you for a date. You are not interested and don't want to go.			
You are at a party. You are ready to go home and the friends you came with do not want to leave yet.			
You have been assaulted and go to the police. You request an interpreter but the officer says you don't need one or one is not available.			

CHAPTER TEN

CURRICULUM FOR PHYSICALLY DISABLED STUDENTS

PRE/POST ATTITUDE TEST

Objective: Students' attitudes about sexual assault will be assessed before and after curriculum presentation.

Instructions:

-- The purpose of this test is to determine students' knowledge and attitudes about sexual abuse. Students should not be graded, but the test should be given again upon completion of the curriculum and the results compared.

-- Allow students to complete the test.

-- You may want to read each question aloud for students with limited reading ability to ensure that students comprehend question content.

Materials: Handout: Pre/Post Attitude Test

Teacher Guide: Answer Key Pre/Post Attitude Test (Appendix D, page 143)

NOTE: Administer the test again upon completion of the curriculum. Discuss correct answers with students.

PRE/POST ATTITUDE TEST

PLEASE CIRCLE THE BEST ANSWER:

1. Sexual assault is: (choose the best definition)

   a. a woman is walking alone at night; a stranger jumping out from behind a bush and forcing her to have sex;

   b. forcing or tricking a person into sexual touching when s/he doesn't want to be touched;

   c. someone who does not have a disability having sex with someone who does have a disability;

   d. a man using a weapon (such as a knife or gun) to force a woman to have sex with him.

2. Sexual assault includes:

   a. exposing one's genitals to frighten or scare someone;

   b. an adult forcing or tricking a child into sexual touching;

   c. a husband forcing his wife to have sex when she says she doesn't want to;

   d. an obscene phone call, where someone you don't know says nasty things over the phone;

   e. all of the above.

PLEASE INDICATE IF THE STATEMENTS BELOW ARE TRUE OR FALSE:

3. ____ When someone gives you a hug, it always makes you feel good.

4. ____ People who are sexually assaulted are asking for it. Rape is the victim's fault.

5. ____ Sexual assaults can happen to men, women and children.

6. ____ Most rapes happen because a man sees a very attractive woman and can't control himself. Sexual assaults are not planned in advance.

7. ____ People with disabilities are not likely to be sexually assaulted because rapists feel sorry for them and wouldn't assault them.

8. ____ If a female attendant of a man with a disability rubs his genitals and the man doesn't like it, it is sexual assault.

9. ____ It's a good idea for people with disabilities to accept help from strangers whether they need it or not.

(TRUE/FALSE CONTINUED)

10. ____ If you stay away from strangers and don't go out alone at night, you will never be sexually assaulted.

11. ____ It's a good idea not to let strangers into the house without identification.

12. ____ If you are sexually assaulted, you should report the crime to the police and go to the nearest hospital emergency room.

13. ____ If you were sexually assaulted a long time ago, it's best to try to forget about it. Don't tell anyone.

14. ____ Incest (where a child is sexually assaulted by someone in the family) is against the law.

15. ____ If a woman meets a man in a bar and decides to let him take her home, she is really saying "I want to have sex with you."

16. ____ Women often say they don't want to have sex with men when they really do want sex; so if you are with a woman who says she does not want sex, you should force her into it.

17. ____ If a woman (or girl) goes out on a date with a man (or boy) and the man pays for the food, the woman should have sex with him to say "thank you" even if she doesn't really want to.

18. ____ People who have been sexually assaulted often feel worthless and dirty.

19. ____ If you have been sexually assaulted and you tell someone and they don't believe you, you should tell someone else.

CHOOSE THE BEST ANSWER:

20. If a friend tries to hug you and you don't want to be hugged, you should:

    a. move away and not say anything;

    b. hug the person back so you don't hurt their feelings;

    c. say something like "I like you, but I don't want a hug now";

    d. push the person away and yell "leave me alone".

LESSON 1 - VOCABULARY

Objective: Students will learn vocabulary words used in discussing sexual assault.

Instructions:

-- Write vocabulary words on the blackboard.

-- Ask students to define each word. See handout for definition. It may be helpful to prepare a set of questions to elicit students' responses.

-- Use posters 1 and 2 to illustrate body parts.

-- Distribute handout, Vocabulary Terms, at close of discussion.

Materials: Handout: Vocabulary Terms (Appendix E, page 151)

Posters 1 and 2

LESSON 2 - TOUCH

Objective: Students will learn to identify different types of touching.

Instructions:

-- Introduce concept of touch, using information in Chapter Seven.

Option 1:

-- Ask students to imagine a line from one end of the classroom to the other showing the continuum of touch, with positive touch on one end of the room and negative touch on the other.

-- Show posters 3 through 16, one at a time.

-- Ask students to move to the point on the line which best describes how they feel about the type of touch shown. Explain that people may perceive touch differently, so there may be a wide variety of responses in the classroom.

-- Ask students to explain their feelings about the touch in each poster and their location on the touch continuum.

Option 2:

-- Show posters 3 through 16.

-- Ask students to describe what is happening in each poster and what they think the touch feels like (where would students locate on the continuum).

-- Ask students to name other touch that feels the same way.

Materials: Posters 3 through 16

Teacher Notes: Individuals with certain kinds of physical disabilities receive many kinds of touch not received by the general public. This touch can come from strangers attempting to provide assistance, attendant assisting with dressing and bathing, etc. Some people have spent many of their formative years in hospitals or rehabilitation facilities where they receive touch from medical and supportive staff who are essentially strangers. This impersonal touching can make the disabled person so insensitive to touch that she/he will not be aware of how the touch feels. Some adolescents receive little or no nurturing touch and will respond positively to any touch they receive, while some respond negatively to all touch whether it is meant to be positive or negative.

There is no correct response to each poster. The goal of the lesson is to teach students to recognize their own feelings about different kinds of touching and to understand that their feelings are acceptable. During the piloting, some students tended to wait to see where their classmates located on the line before choosing a position. It is important to let students know that it is okay to disagree with their classmates and ask them in a non-judgmental manner to explain their feelings.

LESSON 3 - MYTHS AND FACTS ABOUT SEXUAL ASSAULT

Objective: Students will learn factual information about sexual assault.

Instructions:
-- Administer True/False Test
-- Discuss student responses, using Teacher Guide for correct answers.
-- Ask students what other myths they have heard about sexual assault and discuss.

Materials: Exercise: True/False Test

Teacher Guide: True/False Test Responses

Teacher Notes: The piloting of this lesson revealed that students with disabilities were just as likely to believe the myths and misconceptions about sexual assault as non-disabled students. In addition, they believed myths about sexual assault and persons with disabilities. Both sets of myths must be dispelled before preventive education can occur.

Myths about sexual assault and disability (myths 13 to 20) can be dealt with separately or can be integrated into the discussion.

EXERCISE: TRUE/FALSE TEST

____ 1. People who are sexually assaulted are asking for it. Rape is the victim's fault.

____ 2. Anyone can be sexually assaulted, no matter what they look like or how old they are.

____ 3. Only women are sexually assaulted. Men are never victims.

____ 4. People are raped when they are out alone at night, so if you stay at home you will be safe.

____ 5. At least two-thirds of all reported sexual assaults occur between people who know each other.

____ 6. The victim of a sexual assault is usually threatened with bodily harm if she or he doesn't cooperate.

____ 7. Sexual assault never happens in suburbs or small towns, only in large cities.

____ 8. Most rapes happen between people of the same race and social status.

____ 9. Most rapes occur because a sexually frustrated man sees an attractive woman and can't control himself.

____ 10. Most rapists cannot be easily identified by appearance, dress or behavior.

____ 11. People often claim to have been sexually assaulted when it didn't really happen.

____ 12. Marriage gives the partners the right to force sexual contact on their spouse whenever they want it.

____ 13. Most rapists feel sorry for people with disabilities, and therefore would not assault them.

____ 14. It is okay to assault persons who have physical disabilities because they can't feel what is happening anyway.

____ 15. People with disabilities are not likely to be sexually assaulted because they are not very attractive.

____ 16. Sexual assault can result in pregnancy.

____ 17. The attendant of a person with a disability has the right to touch the person inappropriately.

____ 18. It is okay to assault people with disabilities because it's the only way they get sexual attention.

____ 19. A person with a disability does not have the right to sexually assault another individual.

____ 20. Persons with disabilities can defend themselves against sexual assault.

TEACHER GUIDE

TRUE/FALSE TEST RESPONSES

1. Sexual assault is provoked by the victim. People who are sexually assaulted are asking for it. Rape is the victim's fault.

False: Studies show that 60-70 percent of sexual assaults are planned ahead of time. The offender may know in advance who the victim will be or the rapist may decide to find a stranger to assault. Looking nice, dressing attractively or being out alone at night doesn't mean the person wants to be assaulted.

2. Anyone can be sexually assaulted, no matter what they look like or how old they are.

True: Sexual assault is a violent act. Anyone can be sexually assaulted no matter what they look like or how old they are. Victims are of any age, size, race and social class.

3. Only women are sexually assaulted; only men are offenders.

False: There is new evidence to show that men, as well as women, are being sexually assaulted. It is hard to tell how often this happens because men often don't report the crime, although studies show that one out of every ten males under the age of 18 is sexually assaulted. Men of any age can be assaulted. Sexual assaults of men are usually extremely violent and often a weapon is used. These attacks are usually made by men, but women can be offenders, too.

4. People are sexually assaulted when they are out alone at night so, if you stay at home, you will be safe.

False: Studies show that one-third to one-half of all sexual assaults occur in the victim's home and that over half of all assaults occur in someone's home.

5. At least two-thirds of all sexual assaults happen between people who know each other.

True: At least two-thirds of all reported sexual assaults occur between people who know each other (acquaintances). The rapist could be a close friend, family member, neighbor or anyone else known to the victim. Probably more than two-thirds of offenders are acquaintances because victims are more likely to report sexual assaults if the attacker is a stranger.

6. The victim of sexual assault is usually threatened with bodily harm if she/he does not cooperate.

True: In the majority of sexual assaults, the victim is usually told she/he will be killed or hurt. A weapon, like a knife or gun, is often used. When a child is sexually assaulted, threats or bribes are often used to get the child's cooperation. No one wants to be sexually assaulted.

7. Sexual assault never happens in suburbs or small towns, only in large cities.

False: Sexual assault can happen anywhere - in large cities, suburbs, small towns and rural areas.

8. Most sexual assaults occur between people of the same race and social status.

True: Most sexual assaults occur between a victim and a rapist of the same social status, not between black men and white women, as many people believe.

9. Most rapes happen because a sexually frustrated man sees an attractive woman and can't control himself.

False: Most sexual assaults are at least partially planned. The offender plans to assault someone or knows exactly who the victim will be. Sexual assault is a crime of violence and hate. During a sexual assault sex is used as a way to hurt or humiliate the victim.

10. Most rapists cannot be easily identified by appearance, dress or behavior.

True: Rapists cannot be easily identified by appearance, dress or behavior. Rapists act normal, have families, jobs and friends. However, rapists are more violent than other people. It is this violence that makes a rapist dangerous.

11. People often claim to have been sexually assaulted when it didn't happen.

False: Studies show that only two percent of sexual assault calls to police are false reports. This is no higher than false reports of other major crimes.

12. Marriage gives the partners the right to force sexual contact on their spouses whenever they want it.

False: Under Minnesota law, any forced sexual contact between two people is considered sexual assault, even if the two people are married. No one has the right to force sexual contact on another person, even if the two people have had a sexual relationship in the past.

13. Most rapists feel sorry for persons who are physically disabled and wouldn't assault them.

False: Most rapists look for people they perceive as vulnerable to attack. Since physically disabled people are often seen by the general public as helpless, and since it is sometimes more difficult for persons with physical disabilities to defend themselves, rapists may be more likely to assault physically disabled individuals than others. The rapist seeks to gain power over the individual through the attack and sympathy is not an issue.

14. It is okay to assault people with physical disabilities because they can't feel what is happening.

False: Some people with physical disabilities have feeling in their lower bodies and some do not. Whether or not the victim can physically feel the assault, the victim will feel emotionally humiliated and violated. The victim's power has been taken away and the victim will face all of the emotions that other victims experience. It's never okay to assault anyone.

15. Persons with physical disabilities are not likely to be assaulted because they are not very attractive.

False: Persons with physical disabilities are sexual beings and are sexually attractive. However, rape is an act of violence and aggression, and is not based on the attractiveness of the victim. The sexual act is used as a way to hurt the victim.

16. Sexual assault can result in pregnancy.

True: Sexual assault can result in pregnancy. Any time the penis enters the vagina pregnancy is possible. Victims of sexual assault should go to the hospital to be checked for pregnancy immediately after the assault.

17. The attendant of a person with a disability has a right to touch the person in ways she/he doesn't like.

False: No one has the right to touch you in ways you don't like or feel comfortable about, even if that person is your attendant. You have the right to decide who touches you and how they touch you.

18. It is okay to assault people with disabilities because it's the only way they get sexual attention.

False: Persons with disabilities can become involved in sexually satisfying relationships just like everyone else. However, whether an individual is in a relationship or not, rape is a terrifying experience and no one likes that kind of attention.

19. A person with a disability does not have the right to assault another person because of his/her disability.

True: No one has the right to assault another person, whether one person has a disability or not.

20. Persons with physical disabilities can defend themselves against sexual assault.

True: The best defense against sexual assault is to think about what you would do if you were sexually assaulted before it happens. Having a plan of action may keep you from panicking. There are many forms of self-defense including yelling, running for help, talking the rapist out of it or fighting. Persons with physical disabilities can become involved in self-defense classes for the general public. Self-defense techniques for persons with disabilities have also been developed. People need to look at their own strengths and weaknesses and determine their own best methods of self-defense.

LESSON 4 - ACQUAINTANCE RAPE

Objective: Students will be able to identify situations where acquaintance rape could occur.

Instructions:

-- Review definition of acquaintance rape.

-- Ask students to identify situations where acquaintance rape could occur.

-- Describe situations in Exercise, Acquaintance Rape Situations, and ask questions provided.

Materials: Exercise: Acquaintance Rape Situations

Teacher Notes: The exercise provides realistic examples of situations where people with physical disabilities can be most vulnerable to sexual assault. Being confronted with such realistic situations can be frightening for students who believe that sexual assault could never happen to them. Be sensitive to their feelings and stress that acquiring knowledge about when and how sexual assault can happen is the first step towards its prevention.

You may need to vary the situations slightly to reflect your students' life experiences. For example, if you are presenting the curriculum in a public high school, you may want to have Situation I take place at a summer camp. If you are teaching in a community where there is no accessible transportation system, you may want to modify Situation 3 to make it more realistic for the students.

EXERCISE: ACQUAINTANCE RAPE SITUATIONS

Situation 1

Dorothy lives in a residential school or group home for persons with physical disabilities. An attendant helps her with dressing, bathing and toileting. One night the person who usually helps her get ready for bed brings in a new attendant and introduces him. Jack, the new attendant, seems very nice and is very good looking.

As time goes on, Dorothy becomes good friends with Jack. Dorothy is very flattered that Jack likes her. The other girls in the dorm are jealous of his attention.

One night Jack comes into Dorothy's room as usual to help her get undressed. After removing her bra, Jack begins to fondle her breasts and comments about how Dorothy's breasts have developed during the last several months and how attractive she is. Dorothy begins to cry.

1. Is this an appropriate thing for Jack to be doing? Why or why not?

2. How do you think Dorothy feels about what is happening?

3. What are Dorothy's options for action? What could she do?

4. What is likely to happen if Dorothy says nothing and allows Jack to continue fondling her breasts?

5. Let's imagine that Dorothy doesn't mind what is happening and doesn't begin to cry. Does Jack have the right to fondle her breasts while he is undressing her?

6. What do you think Dorothy's reaction to this incident will be five years from now?

Situation 2

David has recently graduated from high school and has moved into an apartment on his own. It is his first night alone and his new attendant comes in to assist him. While helping him get ready for bed, the attendant begins rubbing David's genitals. When David protests, the attendant says, "All you guys want sex, and I know you're not going to get it any other way. I'm just trying to help you out."

1. What do you think David's reaction would be? Is this a sexual assault?

2. What should David do? Should the attendant be fired? Why or why not?

3. Would it make a difference if the attendant was male or female? Why or why not?

4. Should David tell anyone what happened? What could be the reaction of his male friends if he told the story?

Situation 3

Claudia is coming home from high school on the accessible transportation system for people with disabilities. She is the last one in the van. The driver is very friendly and asks her what subjects she takes in school. They talk some more, and he asks if she lives with her parents. Claudia says yes. Claudia soon notices that the driver is not taking the usual route home. When she comments about this, the driver says that he has to stop at a gas station to get gas. Claudia wonders why they are going so far out of the way just to get gas, but she doesn't say anything. The driver asks Claudia if she wants to go to the driver's house to watch television before going home. Claudia says no. She is beginning to get nervous. When they get to a dark street, the driver unzips his pants and exposes himself.

1. Is this sexual assault?

2. How can Claudia convince the driver to take her home?

3. Should she tell anyone? If so, who?

4. Should the fact that the driver has her address influence her not to tell?

5. What is likely to happen if she tells someone? What is likely to happen if she does not tell anyone?

Situation 4

Marcia, a thirteen year old girl, goes to the public junior high school in her town. Until recently, she has been a very good student, always speaking up in class, turning in homework assignments on time, etc. Lately, however, she has become withdrawn and moody and has not been turning in homework assignments or doing well on exams. Several times her teacher has tried to find out what is wrong, but Marcia insists that everything is fine.

One day a woman from the local rape crisis center comes to class to talk about sexual assault and incest. Marcia stays after class and tells the teacher that she has been an incest victim by her father since she was five years old. Recently, her older brother has also begun to force her into sexual contact. She tells the woman that both her father and her brother have said that if she told anyone, she will be forced to leave home.

1. Why is incest against the law?

2. Why doesn't Marcia tell anyone about the incest until after the speaker on sexual assault comes to class? Why do you think she chooses to tell a stranger, rather than someone she knows?

3. How do you think the incest makes Marcia feel about herself?

4. What do you think will happen to Marcia now that she has told someone about the incest?

LESSON 5 - WHAT IF YOU ARE A VICTIM?

Objective: Students will learn basic information about reporting to the police, medical examination, court process, community resources and who should be told about sexual assault.

Instructions:

-- Distribute handout, What If You Are A Victim?

-- Present material in handout and Teacher Guide, Reporting Sexual Assault.

-- Distribute exercise, Who Would You Tell?

-- Allow students ten minutes to complete.

-- Ask students to share responses in a class discussion.

Materials: Handout: What If You Are A Victim?, (Appendix E, page 153)

Exercise: Who Would You Tell? (Appendix F, page 157)

Teacher Guide: Reporting Sexual Assault (Appendix D, page 144)

Teacher Notes: Obtain information on accessible resources in your community before presenting this lesson. If community resources are not accessible, find out what arrangements can be made to serve persons with physical disabilities. It is also important that students identify specific people that they could tell.

LESSON 6 - REACTIONS AND FEELINGS OF VICTIMS

Objective: Students will understand how victims of sexual assault feel during and after the assault.

Instructions:
-- Describe scenarios in the exercise: How Does the Victim Feel? and ask questions provided.

-- Use information in Teacher Guide, Reactions and Feelings of Sexual Assault Victims, as a resource.

Materials: Teacher Guide: Reactions and Feelings of Sexual Assault Victims, (Appendix D, page 145)

Exercise: How Does the Victim Feel? (Appendix F, page 155)

Teacher Notes: This lesson works best if students can put themselves in the situations described in the Teacher Guide and identify personally with the victim. Students should think through what they would do in each situation: How they would get to the police station, what they would do if the sexual assault center or other community agency was not accessible, etc.

LESSON 7 - PERSONAL SAFETY

Objective: Students will learn personal safety to guard against sexual assault.

Instructions:

-- Divide students into two groups and ask each group to write personal safety suggestions on newsprint or note paper.

-- See which group comes up with the most suggestions in ten minutes.

-- Write student responses on the blackboard and discuss with entire class. See Teacher Guide, Personal Safety Suggestions, for other ideas.

Materials: Teacher Guide: Personal Safety Suggestions (Appendix D, page 147)

Teacher Notes: Instruct students to list things they would do to guard against sexual assault by both strangers and acquaintances. Students should develop personal safety techniques which are specifically appropriate for persons who have physical disabilities in addition to general safety techniques. Following are some examples:

-- Learn self-defense techniques which will work best, given your disability.

-- Be assertive with strangers on the street who offer assistance if you don't need their help.

-- Ask for assistance only when you really need it. If you don't like the way someone offers assistance, ask someone else.

-- Find out if your destination is accessible before you start out.

LESSON 8 - ASSERTIVENESS

Objective: Students will learn to identify and practice assertive behavior.

Instructions: -- Review definitions of assertive, submissive and aggressive.

Option 1:
- -- Describe scenarios in Teacher Guide, Assertive Role Plays.
- -- Obtain student volunteers to role play assertive responses to each situation.
- -- Ask students to give positive and negative aspects of each response and discuss alternative ways of responding.

Option 2:
- -- Distribute handout, Assertiveness Chart, to students.[1]
- -- Allow ten minutes for students to complete the chart.
- -- Ask students to share their responses in a class discussion.

Materials: Exercise: Assertive Role Plays

Handout: Assertiveness Chart

Teacher Notes: These role plays address realistic situations that physically disabled people may encounter. Students may have actually had some of these experiences, such as the waitress asking the companion what the disabled person wants to eat, and will enjoy role playing assertive responses. Expect variations in the amount of vehemence students express in these situations. Use different approaches as a basis for class discussion.

[1]Cordelia Anderson-Kent, No Easy Answers, p. 107 (adaptation).

EXERCISE: ASSERTIVE ROLE PLAYS

1. A stranger offers to assist an individual using crutches boarding a bus. The individual doesn't want the assistance.

2. Someone comes to the door and says, "My car broke down. Could I please use your phone?"

3. A waitress asks your friend what you would like to eat rather than asking you.

4. You try to tell someone that you have been sexually assaulted and they don't believe your story.

5. Your attendant or caretaker begins touching you in ways you don't like.

6. A friend puts his/her feet on your wheelchair and you don't like it.

7. Someone tries to give you a hug and you don't want to be hugged.

8. You would like to give someone a hug, but you aren't sure if they want you to.

9. Your attendant or caretaker moves your wheelchair or crutches away from the bed where you cannot reach them.

10. You wish to talk to someone from a sexual assault center. The center is not physically accessible.

HANDOUT - ASSERTIVENESS CHART

SITUATION	SUBMISSIVE RESPONSE	AGGRESSIVE RESPONSE	ASSERTIVE RESPONSE
A stranger offers to assist an individual using crutches boarding a bus. The individual doesn't want the assistance.			
Someone comes to the door and says, "My car broke down. Could I please use your phone?"			
A waitress asks your friend what you would like to eat rather than asking you.			
You try to tell someone that you have been sexually assaulted and they don't believe your story.			
Your attendant or caretaker begins touching you in ways you don't like.			
A friend puts his/her feet on your wheelchair and you don't like it.			
Someone tries to give you a hug and you don't want to be hugged.			
You would like to give someone a hug, but you aren't sure if they want you to.			
Your attendant or caretaker moves your wheelchair or crutches away from the bed where you cannot reach them.			
You wish to talk to someone from a sexual assault center. The center is not physically accessible.			

CHAPTER ELEVEN

CURRICULUM FOR BLIND STUDENTS*

PRE/POST ATTITUDE TEST

Objective: Students' attitudes about sexual assault will be assessed before and after curriculum presentation.

Instructions:

-- The purpose of this test is to determine students' knowledge and attitudes about sexual abuse. Students should not be graded, but the test should be given again upon completion of the curriculum and the results compared.

-- Read each question aloud, or distribute the test and allow students to complete.

Materials: Handout: Pre/Post Attitude Test

Teacher Guide: Answer Key Pre/Post Attitude Test (Appendix D, page 143)

NOTE: Administer the test again upon completion of the curriculum. Discuss correct answers with students.

*Braille copies of all handouts are available upon request from the Communication Center, Minnesota State Services for the Blind, 1745 University Avenue, St. Paul, Minnesota 55404, (612) 296-6723.

PRE/POST ATTITUDE TEST

PLEASE CIRCLE THE BEST ANSWER:

1. Sexual assault is: (choose the best definition)

   a. a woman is walking alone at night; a stranger jumping out from behind a bush and forcing her to have sex;

   b. forcing or tricking a person into sexual touching when s/he doesn't want to be touched;

   c. someone who does not have a disability having sex with someone who does have a disability;

   d. a man using a weapon (such as a knife or gun) to force a woman to have sex with him.

2. Sexual assault includes:

   a. exposing one's genitals to frighten or scare someone;

   b. an adult forcing or tricking a child into sexual touching;

   c. a husband forcing his wife to have sex when she says she doesn't want to;

   d. an obscene phone call, where someone you don't know says nasty things over the phone;

   e. all of the above.

PLEASE INDICATE IF THE STATEMENTS BELOW ARE TRUE OR FALSE:

3. ____ When someone gives you a hug, it always makes you feel good.

4. ____ People who are sexually assaulted are asking for it. Rape is the victim's fault.

5. ____ Sexual assaults can happen to men, women and children.

6. ____ Most rapes happen because a man sees a very attractive woman and can't control himself. Sexual assaults are not planned in advance.

7. ____ Blind people are not likely to be sexually assaulted because rapists feel sorry for them and wouldn't assault them.

8. ____ A blind person could prosecute a rapist using non-visual methods of identification, such as voice or touch.

9. ____ Blind persons using guide dogs are never sexually assaulted.

10. ____ If you stay away from strangers and don't go out alone at night, you will never be sexually assaulted.

(TRUE/FALSE CONTINUED)

11. ____ It's a good idea not to let strangers into the house without identification.

12. ____ If you are sexually assaulted, you should report the crime to the police and go to the nearest hospital emergency room.

13. ____ If you were sexually assaulted a long time ago, it's best to try to forget about it. Don't tell anyone.

14. ____ Incest (where a child is sexually assaulted by someone in the family) is against the law.

15. ____ If a woman meets a man in a bar and decides to let him take her home, she is really saying "I want to have sex with you."

16. ____ Women often say they don't want to have sex with men when they really do want sex so, if you are with a woman who says she doesn't want sex, you should force her into it.

17. ____ If a woman (or girl) goes out on a date with a man (or boy) and the man pays for the food, the woman should have sex with him to say "thank you" even if she doesn't really want to.

18. ____ People who have been sexually assaulted often feel worthless and dirty.

19. ____ If you have been sexually assaulted and you tell someone and they don't believe you, you should tell someone else.

CHOOSE THE BEST ANSWER:

20. If a friend tries to hug you and you don't want to be hugged, you should:

    a. move away and not say anything;

    b. hug the person back so you don't hurt their feelings;

    c. say something like "I like you, but I don't want a hug now";

    d. push the person away and yell "leave me alone".

LESSON 1 - VOCABULARY

Objective: Students will learn vocabulary words used in discussing sexual assault.

Instructions:

-- Ask students to define each vocabulary word. See handout for definitions. It may be helpful to prepare a set of questions to elicit students' responses.

-- Use anatomically correct dolls to illustrate body parts.

-- Distribute handout, Vocabulary Terms, at close of discussion.

Materials: Handout: Vocabulary Terms (Appendix E, page 151)

Anatomically correct dolls

(These dolls may be available through your local law enforcement agency or sexual assault center.)

LESSON 2 - TOUCH

Objective: Students will learn to identify their feelings about different types of touching.

Instructions:

-- Introduce concept of touch using information in Chapter Seven.

-- Describe role plays in Exercise, Touch Role Plays, emphasizing different kinds of touch.

-- Obtain student volunteers to role play different scenes.

-- Ask students whether the touch was positive, confusing, or negative, and to name other touch that feels the same way.

Materials: Exercise: Touch Role Plays

Teacher Notes: Blind students receive touching that persons with sight do not often experience. This touching can include helpful and positive touching but also includes touching from strangers who do not know how to provide assistance properly, or who offer assistance when it is not wanted or needed. Some students become so used to being handled in this way that they become desensitized to their feelings about touch and are likely to discount their feelings with statements such as, "she/he was only trying to be helpful". Thus, they may be unable to recognize and respond to negative or abusive touch when it occurs.

There is no correct response to each situation. The purpose of this lesson is to teach students to recognize their own feelings about different kinds of touching and to understand that their feelings are acceptable. Students will have the opportunity to respond assertively to touch they see as negative in Lesson 8.

EXERCISE: TOUCH ROLE PLAYS

1. You have been on vacation and have not seen your friend all summer. You give your friend a hug.

2. You are introduced to a new student and shake the student's hand in greeting.

3. You are getting ready for a party, and your mother brushes your hair.

4. Your friend has just gotten a haircut, and you look at the new style.

5. You are arm wrestling with someone. It starts out to be fun, but your opponent is so intent upon winning that it starts to hurt.

6. You are waiting in line for a movie. Several older students push ahead of you in line.

7. Someone comes up from behind you and puts his/her hand on your shoulder without speaking.

8. You are boarding a bus. A stranger comes from behind and grabs your arm to assist you.

9. A relative tries to give you a hug at a family gathering. You do not want to be hugged.

10. You are walking down the street. Several strangers whistle, make rude comments, or yell as you go by. (Although this is emotional rather than physical touch, the feeling can be similar to those experienced after physical touch.)

LESSON 3 - MYTHS AND FACTS ABOUT SEXUAL ASSAULT

Objective: Students will learn factual information about sexual assault.

Instructions:
-- Administer True/False Test
-- Discuss student responses, using Teacher Guide for correct answers.
-- Ask students what other myths they have heard about sexual assault and discuss.

Materials: Exercise: True/False Test

Teacher Guide: True/False Test Responses

Teacher Notes: Blind students are just as likely to believe the myths and misconceptions about sexual assault as sighted students. In addition, they may also believe myths about sexual assault that relate specifically to blind persons. Both sets of myths must be dispelled before preventive education can occur.

Myths about sexual assault and blind persons (myths 13-17) can be dealt with separately or can be integrated into the discussion.

EXERCISE: TRUE/FALSE TEST

____ 1. People who are sexually assaulted are asking for it. Rape is the victim's fault.

____ 2. Anyone can be sexually assaulted no matter what they look like or how old they are.

____ 3. Only women are sexually assaulted. Men are never victims.

____ 4. People are raped when they are out alone at night so, if you stay at home, you will be safe.

____ 5. At least two-thirds of all reported sexual assaults occur between people who know each other.

____ 6. The victim of a sexual assault is usually threatened with bodily harm if she or he doesn't cooperate.

____ 7. Sexual assault never happens in suburbs or small towns, only in large cities.

____ 8. Most rapes happen between people of the same race and social status.

____ 9. Most rapes occur because a sexually frustrated man sees an attractive woman and can't control himself.

____ 10. Most rapists cannot be easily identified by appearance, dress or behavior.

____ 11. People often claim to have been sexually assaulted when it didn't really happen.

____ 12. Marriage gives the partners the right to force sexual contact on their spouse whenever they want it.

____ 13. Most rapists feel sorry for blind persons and will not attack them.

____ 14. Blind persons are not likely to be sexually assaulted because they are not very attractive.

____ 15. A blind person could not see to identify the attacker so a blind person could never prosecute a rapist.

____ 16. A blind person could not defend her/himself against a sexual assault.

____ 17. Blind persons using dog guides are never attacked because the dog would scare the rapist away.

TEACHER GUIDE: TRUE/FALSE TEST RESPONSES

1. Sexual assault is provoked by the victim. People who are sexually assaulted are asking for it. Rape is the victim's fault.

False: Studies show that 60-70 percent of sexual assaults are planned ahead of time. The offender may know in advance who the victim will be or the rapist may decide to find a stranger to assault. Looking nice, dressing attractively or being out alone at night doesn't mean the person wants to be assaulted.

2. Anyone can be sexually assaulted no matter what they look like or how old they are.

True: Sexual assault is a violent act. Anyone can be sexually assaulted no matter what they look like or how old they are. Victims are of any age, size, race and social class.

3. Only women are sexually assaulted; only men are offenders.

False: There is new evidence to show that men, as well as women, are being sexually assaulted. It is hard to tell how often this happens because men often don't report the crime, although studies show that one out of every ten males under the age of 18 is sexually assaulted. Men of any age can be assaulted. Sexual assaults of men are usually extremely violent and often a weapon is used. These attacks are usually made by men, but women can be offenders, too.

4. People are sexually assaulted when they are out alone at night so, if you stay at home, you will be safe.

False: Studies show that one-third to one-half of all sexual assaults occur in the victim's home and that over half of all assaults occur in someone's home.

5. At least two-thirds of all sexual assaults occur between people who know each other.

True: At least two-thirds of all reported sexual assaults occur between people who know each other (acquaintances). The rapist could be a close friend, family member, neighbor or anyone else known to the victim. Probably more than two-thirds of offenders are acquaintances because victims are more likely to report sexual assaults if the attacker is a stranger.

6. The victim of sexual assault is usually threatened with bodily harm if she/he doesn't cooperate.

True: In the majority of sexual assaults, the victim is usually told she/he will be killed or hurt. A weapon, like a knife or gun, is often used. When a child is sexually assaulted, threats or bribes are often used to get the child's cooperation. No one wants to be sexually assaulted.

7. Sexual assault never happens in suburbs or small towns, only in large cities.

False: Sexual assault can happen anywhere - in large cities, suburbs, small towns and rural areas.

8. Most sexual assaults occur between people of the same race and social status.

True: Most sexual assaults occur between a victim and a rapist of the same social status, not between black men and white women, as many people believe.

9. Most rapes happen because a sexually frustrated man sees an attractive woman and can't control himself.

False: Most sexual assaults are at least partially planned. The offender plans to assault someone or knows exactly who the victim will be. Sexual assault is a crime of violence and hate. During a sexual assault sex is used as a way to hurt or humiliate the victim.

10: Most rapists cannot be easily identified by appearance, dress or behavior.

True: Rapists cannot be easily identified by appearance, dress or behavior. Rapists act normal, have families, jobs and friends. However, rapists are more violent than other people. It is this violence that makes a rapist dangerous.

11. People often claim to have been sexually assaulted when it didn't happen.

False: Studies show that only two percent of sexual assault calls to police are false reports. This is no higher than false reports of other major crimes.

12. Marriage gives the partners the right to force sexual contact on their spouses whenever they want it.

False: Under Minnesota law, any forced sexual contact between two people is considered sexual assault, even if the two people are married. No one has the right to force sexual contact on another person, even if the two people have had a sexual relationship in the past.

13. Most rapists feel sorry for persons who are physically disabled and wouldn't assault them.

False: Most rapists look for people they perceive as vulnerable to attack. Since physically disabled people are often seen by the general public as helpless, and since it is sometimes more difficult for persons with physical disabilities to defend themselves, rapists may be more likely to assault physically disabled individuals than others. The rapist seeks to gain power over the individual through the attack, and sympathy is not an issue.

14. Blind persons are not likely to be sexually assaulted because they are not very attractive.

False: Blind persons, like everyone else, are sexual beings and are sexually attractive. However, rape is an act of violence and aggression and it is not based on the attractiveness of the individual. The sexual assault is used as a way to hurt the victim.

15. A blind victim could never prosecute an assailant because s/he could not see to identify the attacker.

False: Seeing someone is not the only way to identify an attacker. Other methods, such as voice identification, gathering information by touch, etc., can also be used. In at least two-thirds of all sexual assault cases, the victim and offender knew each other in some way before the assault. Thus, the blind person could identify the attacker. In cases where the attacker is a stranger, physical evidence such as the sperm, blood, hair or clothing of the attacker along with a voice line-up can be used as identification. It is more difficult to identify an unknown offender without visual information; however, it must be kept in mind that sexual assault is a difficult crime to prosecute whether the victim is sighted or blind.

16. A blind person could not defend her/himself against a sexual assault.

False: The best defense against sexual assault is to think about what you would do if you were assaulted. Having a plan of action may keep you from panicking. There are many forms of self-defense including verbal persuasion, yelling, running or fighting. Blind persons can enroll in self-defense classes for the general public. Self-defense techniques involving the use of a white cane have also been developed.

17. Blind persons using dog guides are never attacked.

False: Although the rapist's fear of dogs may have prevented some assaults, sexual assaults of blind individuals who used dog guides have been reported.

LESSON 4 - ACQUAINTANCE RAPE

Objective: Students will be able to identify situations where acquaintance rape can occur, and learn that by making assertive, positive choices, they may prevent sexual assault.

Instructions:

Option 1:
- -- Read Exercise: The Date and ask students the questions provided.
- -- Allow students to finish the story by going around the group and asking each person to add a few sentences.

Option 2:
- -- Read Sarah's/Steve's Maze; The Paths of Decisions* to students.
- -- Obtain group consensus on what decision should be made in each situation.
- -- When you arrive at the end of the maze, ask students how they felt about the decisions they made, and what they could have done differently.

Materials:

Option 1: Exercise: The Date

Option 2: Exercise: Sarah's/Steve's Maze; The Paths of Decisions; Harrisburg Area Rape and Crisis Center, Harrisburg, PA 1977.

Teacher Notes: This lesson is designed to help students understand that the decisions they make will affect what happens to them.

When this lesson was piloted, students tended to give what they felt would be the "correct" response. It was helpful to ask students: "What would you do in this situation? Have you ever been in a situation where you were asked to make this choice?"

Allow students to finish the story, but keep the decision as realistic as possible. This may be the first time students have considered the possibility that sexual assault could really happen to them and may deal with this reality by making the story ending unrealistic or sensational. Be sensitive to the students' discomfort and stress that awareness of how sexual assault can happen is the first step towards prevention.

*Sample copy of Sarah's/Steve's Maze; The Paths of Decisions is available through the Minnesota Program for Victims of Sexual Assault.

EXERCISE: THE DATE

Situation: Jim and Jennifer are going to a high school football game. Jim, who is sighted, comes to Jennifer's house to pick her up. Jennifer is blind. They plan to grab a bite to eat, then go to the game.

When Jim arrives, Jennifer grabs her white cane and her coat. Jim says, "Oh, you don't need to take your cane. I'll take you wherever you need to go."

Jennifer really wants to take her cane with her, because it allows her to be more independent. She says, "I'd really like to bring it with me in case I need to go somewhere by myself." But Jim says, "All the kids stare at you when you use that thing, and I don't want kids to stare at us."

1. What should Jennifer do?

2. What could happen if she insists on bringing her cane? What could happen if she leaves it at home?

Jennifer and Jim go to the restaurant. Jim doesn't offer to read the menu.

3. Should Jennifer ask him to read the menu? Should she order something she already knows that they have? What are her other options?

They go to the football game and have a reasonably good time. After the game, Jim asks Jennifer to go to a party with some friends of his who, he says, really want to meet her. Jennifer is concerned about how late it is and wonders how she will get home. She is also wondering how much drinking will be going on and if she will know anyone there besides Jim. She says, "I told my parents I wouldn't be out late, so I really should go home." However, Jim says, "The party is right on the way to your house, so we'll stop for a minute, then I'll take you home." Jennifer says, "Fine but let's just stay for a few minutes."

4. What other choices could Jennifer have made? What could be the outcome of each choice?

When they get to the party, Jennifer is surprised to learn that most of the students are older than she is, but everyone is nice to her, and she begins to relax.

Jim is in the other room talking to some guys. Jennifer starts to feel uncomfortable because they've been at the party for more than just a few minutes.

5. What are Jennifer's options?

6. If Jennifer decided to leave her cane at home, are her options more limited? How?

She finds Jim in a couple of minutes, but he's really drunk. She says, "J I really need to go home now. We've been here for over an hour." Jim insists that he's having a good time and is not ready to leave. He accepts another beer from one of the guys. Bob, who Jennifer talked to earlier in the evening says, "I was just leaving, and I'd be glad to drop you off. Let's go."

7. Should Jennifer go with Bob? Should she wait for Jim? What could be the consequences of each action?

8. What are Jennifer's other options?

9. What could she have done to keep herself from getting into this situation? When could she have been more assertive?

10. Could this ever happen to you?

Have the students finish the story.

LESSON 5 - WHAT IF YOU ARE A VICTIM?

Objective: Students will learn basic information about reporting to the police, medical examination, court process, community resources, and whom should be told about sexual assault.

Instructions:

-- Distribute handout: What If You Are A Victim?

-- Present material in handout and Teacher Guide, Reporting Sexual Assault.

-- Distribute Exercise, Who Would You Tell?

-- Allow students ten minutes to complete.

-- Ask students to share responses in a class discussion.

Materials: Handout: What If You Are A Victim? (Appendix E, page 153)

Exercise: Who Would You Tell? (Appendix F, page 157)

Teacher Guide: Reporting Sexual Assault (Appendix D, page 144)

Teacher Notes: Find out what community resources are accessible by public transportation before presenting this lesson, or if public transportation is not available in your community, find out what arrangements can be made to provide service to the students.

Students may be reluctant to report sexual assault by a stranger if they cannot see to identify the attacker. Stress that there are many factors which can be considered in identifying the assailant. Visual identification is only one variable that will affect prosecution. You may want to ask the students to list other ways in which they could identify the assailant.

Ask students to fill out Who Would You Tell? worksheet or read questions aloud and discuss.

LESSON 6 - REACTIONS AND FEELINGS OF VICTIMS

Objective: Students will understand how victims of sexual assault feel during and after the assault.

Instructions:
-- Describe scenarios in the Exercise, How Does the Victim Feel? and ask questions provided.

-- Use information in Teacher Guide, Reactions and Feelings of Sexual Assault Victims as a resource.

Materials: Exercise: How Does the Victim Feel? (Appendix F, page 155)

Teacher Guide: Reactions and Feelings of Sexual Assault Victims, (Appendix D, page 145)

Teacher Notes: This lesson works best if students can put themselves in the situations described in the Teacher Guide and identify personally with the victim. Students should think through what they would do in each situation; how they would get to the police station, what they would do if the sexual assault center or other community agency was not accessible by public transportation, etc.

LESSON 7 - PERSONAL SAFETY

Objective: Students will learn personal safety techniques to guard against sexual assault.

Instructions: Divide students into two groups and ask each group to list personal safety suggestions.

-- See which group comes up with the most suggestions in ten minutes.

-- Discuss each suggestion with the entire class. See Teacher Guide, Personal Safety Suggestions for other ideas.

Materials: Teacher Guide: Personal Safety Suggestions (Appendix D, page 147)

Teacher Notes: Instruct students to list things they would do to guard against both strangers and acquaintances. Students should develop personal safety suggestions which are specifically appropriate for blind persons, in addition to general safety. Following are some examples:

-- Don't get into a car/taxi before you check to see if it is the one you want.

-- Get accurate directions before going to a new place; such as which bus to take, which side of the street your destination is on, etc.

-- Develop self-confidence in travel. Walk quickly and be alert.

-- Don't accept assistance from strangers unless you really need it.

LESSON 8 - ASSERTIVENESS

Objective: Students will learn to identify and practice assertive behavior.

Instructions:

-- Review definitions of assertive, submissive and aggressive.

-- Describe scenes in Exercise, Assertive Role Plays.

-- Obtain student volunteers to role play assertive response to each situation.

-- Ask students to give positive and negative aspects of each response and suggest alternative ways of responding.

Materials: Exercise: Assertive Role Plays.

Teacher Notes: These role plays address realistic situations which blind or visually handicapped students may encounter. Students may have already encountered some of these situations, such as the stranger offering unwanted assistance, and students may enjoy role playing assertive responses. Expect variations in the amount of vehemence students express to these situations. Use their different approaches as a basis for class discussion, but stress that students have the right to respond assertively.

TEACHER GUIDE

EXERCISE: ASSERTIVE ROLE PLAYS

1. A stranger tries to assist you in boarding a bus by grabbing you from behind. You do not want the assistance.

2. Someone comes to the door and says, "My car broke down. Could I please use your phone?"

3. A waiter asks your friend what you would like to eat, rather than asking you.

4. You try to tell someone that you have been sexually assaulted, and they don't believe your story.

5. Someone asks you questions about your "vision problem". You don't feel like talking about it.

6. You ask a clerk in a department store for directions to a particular department. The clerk points, but you couldn't see which way.

7. Someone tries to give you a hug, but you aren't sure if you want to.

8. You are at a party. You are ready to leave, but the person who drove wants you to stay.

9. You wish to talk to someone from a sexual assault center. The center is not located on a bus line, and you have no way to get there.

CHAPTER TWELVE

CURRICULUM FOR MENTALLY RETARDED STUDENTS

PRE/POST ATTITUDE TEST

Objective: Students' attitudes about sexual assault will be assessed before and after curriculum presentation.

Instructions:

-- Administer the test on a one-to-one basis.

-- Modify wording of questions if necessary to insure that students understand question content.

Materials:

Teacher Guide: Pre/Post Attitude Test

Teacher Guide: Answers Pre/Post Attitude Test

Posters 1 through 3 and 9

Note: Upon completion of the curriculum, administer the test again to measure the students' comprehension. You may also want to observe students' interactions with other students or set up situations to observe changes in behavior. For example, you may want to have a stranger come to the door to see if students will let the person in, etc.

TEACHER GUIDE

PRE/POST ATTITUDE TEST

1. Show Poster #3. Does this touch feel:

   ____ a. good
   ____ b. bad
   ____ c. don't know

2. Show Poster #9. Does this touch feel:

   ____ a. good
   ____ b. bad
   ____ c. don't know

Show Posters #1 and #2. Ask students to point to:

3. Penis
4. Vagina
5. Breast

6. If someone tried to touch your penis or vagina (use body posters to indicate body part) and you didn't want them to, would you:

   ____ a. let them touch you
   ____ b. say, "stop" and go tell someone
   ____ c. don't know

7. If you answered the phone and someone started saying scary things to you, would you:

   ____ a. yell at them and tell them to stop saying scary things
   ____ b. be quiet and listen
   ____ c. hang up and tell someone
   ____ d. don't know

8. If it was very cold outside and someone you didn't know drove up in a car and asked you if you wanted a ride home, would you:

   ____ a. get into the car
   ____ b. say "no" and keep walking
   ____ c. don't know

9. If you were wrestling and having fun with someone, and they asked you to take your clothes off, would you:

   ____ a. take your clothes off
   ____ b. say "no" and tell someone
   ____ c. don't know

10. If your brother was helping you fix your bike and he asked you to touch his penis, would you:

    ____ a. say "okay" and touch him
    ____ b. say "no" and tell someone
    ____ c. don't know

11. If you were lost and someone you didn't know offered you a ride home, would you:

____ a. get into the car
____ b. say "no" and keep on walking
____ c. don't know

12. If someone you didn't know came to your house and asked to use your phone would you:

____ a. let the person use the phone
____ b. say "no" and close the door
____ c. don't know

TEACHER GUIDE

ANSWERS PRE/POST ATTITUDE TEST

1. a.
2. b.
3. See Poster #1
4. See Poster #2
5. See Poster #2
6. b.
7. c.
8. b.
9. b.
10. b.
11. b.
12. b.

LESSON 1 - TOUCH

Objective: Students will be able to identify certain kinds of touching as good or bad.

Instructions: -- Give examples of Good Touch and Bad Touch

Option 1: Allow facilitators to role play scenes in Teacher Guide: Touch Role Plays.

-- Ask students whether the touch shown was good or bad.

Option 2: Obtain student volunteers to role play scenes in Teacher Guide.

-- Ask volunteers whether the touch felt good or bad.

Option 3: Show Posters 3 through 11.

-- Ask students what is being shown in each poster and what they think the touch felt like.

Materials: Teacher Guide: Touch Role Plays

Posters 3 through 11

Anatomically correct dolls

(These dolls may be available through your local law enforcement agency or sexual assault center.)

Teacher Notes: Anatomically correct dolls can also be used to demonstrate the role plays, especially those showing negative or abusive touch.

TEACHER GUIDE

TOUCH ROLE PLAYS

1. Two friends are giving each other a hug (smiling).
2. Two people are shaking hands.
3. A parent is brushing a student's hair.
4. Two students are arm wrestling.
5. One student snaps another student's bra.
6. Two strangers are sitting on a bus; one puts his hand on the other person's thigh.
7. One person pulls up another person's dress.
8. One person gives the other person a hug; the other person does not want to be hugged. (Frowns and looks uncomfortable.)
9. Mom or dad gives son or daughter a kiss.
10. Someone walks down the street; several people point and laugh at the person.
11. Doctor/nurse performs a medical examination (use dolls).
12. A relative hugs a student; the student looks uncomfortable.

Teacher Notes:

Most students can differentiate between touch that is clearly positive or clearly negative. However, students sometimes display affection at inappropriate times or places. Examples include hugging strangers, kissing other students in class, etc.

Students also may have difficulty with role plays where the touch changes from positive to confusing to negative. Often, sexual assault occurs in this manner, especially when the offender is an acquaintance. Discuss appropriate times and places for various kinds of touching and what kinds of touching are appropriate with different individuals.

LESSON 2 - VOCABULARY

Objective: Students will learn essential words and concepts used in discussing sexual assault.

Instructions:

-- Discuss vocabulary words and concepts using words and examples appropriate for students' level of comprehension.

-- Use dolls or posters 1 and 2 to illustrate body parts.

-- Ask students questions in Teacher Guide to facilitate discussion.

-- Use role plays from Lesson 1 to illustrate concepts.

Materials:

Teacher Guide: Basic Vocabulary Terms (Appendix D, page 149)

Teacher Guide: Vocabulary Discussion Questions

Posters 1 and 2

Anatomically correct dolls

Teacher Notes: The basic vocabulary terms used in this lesson are geared towards students who are considered to be moderately or severely mentally disabled. If students are able to comprehend more advanced vocabulary, use Teacher Guide: Vocabulary Terms, (Appendix E, page 151). The basic concepts that students should learn are good and bad touch and the parts of the body. It is not necessary that students learn the term "exposer", but they should know that sometimes people show their bodies in a scary way. Present concepts in whatever terms will be most understandable to the students.

TEACHER GUIDE

VOCABULARY DISCUSSION QUESTIONS

1. Are there parts of the body that people you don't know should not touch? Where? (Breasts, buttocks, penis, vagina, thighs, etc. The parts of the body covered by a bathing suit.)

2. Who would be people that would touch you in these parts? (Doctors, nurses, partners, husband/wife, parents - for children.)

3. When is it okay for someone to touch these parts of your body? (For health related reasons, grooming, when both people want this touching to happen.)

4. When could this kind of touching be bad? (When one person doesn't want it to happen, when you are forced, when you don't have any control.)[1]

[1]Cordelia Anderson-Kent: An Illusion Theater Guide for Teaching Mentally Retarded People About Sexual Abuse Prevention, Minneapolis, Minnesota, Applied Theater Program, Illusion Theater, 1982.

LESSON 3 - WHO WOULD YOU TELL?

Objective: Students will learn who they would tell if they are sexually assaulted.

Instructions:

Option 1: Show filmstrip: Negative Touch; Ways to Say No.

-- Stop filmstrip where indicated and allow for discussion.

-- Ask students questions in Teacher Guide: Who Would You Tell? and discuss.

-- Read the brochure, Say "No", Get Away, and Tell Someone, with the students.

-- Provide names and phone numbers of community resources and give students this brochure to take home.

Option 2: -- For students with more advanced comprehension ability, view film Who Do You Tell?

-- Proceed as under Option 1.

Materials: Filmstrip: Negative Touch; Ways to Say No; Society for Visual Education, Chicago, Illinois.

Teacher Guide: Who Would You Tell?

Brochure: Say "No", Get Away, and Tell Someone, Minnesota Program for Victims of Sexual Assault.

Film: Who Do You Tell?, Motorola Teleprograms, Schiller Park, Illinois

Teacher Notes: This lesson works best if students are able to identify specific individuals they can tell if they are touched in negative ways. These individuals can include parents, school and social workers, group home staff, teachers, relatives, etc. Ask each student to name someone they would tell.

TEACHER GUIDE

WHO WOULD YOU TELL?

1. What is bad touch?

2. Who would you tell if someone touched you in a scary way?

3. Who else could you tell?

4. What would you do if the person you tried to tell didn't believe you? Would you tell anyone else?

5. Would you tell anyone if the sexual assault happened a long time ago, but you were thinking about it now? (Advanced.)

LESSON 4 - SEXUAL ASSAULT BY A STRANGER

Objective: Students will learn assertive responses to negative touch by strangers, obscene phone callers, and exposers.

Instructions:

-- Explain to students that if they don't like someone's touching, they should say, "no", get away, and tell someone.

-- Role play situations in Exercise: Sexual Assault by a Stranger,[2] first using two facilitators and then a facilitator as the offender and the student as the victim. Demonstrate the "say no, get away, and tell someone" response.

-- Intersperse the negative and positive touch role plays so students learn the appropriate response.

-- Repeat the exercise as often as necessary.

Materials: Exercise: Sexual Assault by a Stranger

Teacher Note: When presenting this lesson, it is essential that the positive and negative role plays be interspersed. Otherwise, the danger exists that students will become programmed to say, "no", regardless of the situation. Also, it is important to modify the role plays to make them realistic for the students. For example, if you are presenting the curriculum in a community where city buses do not operate and students use some other mode of transportation, modify the role play to reflect students' experience.

[2] Cordelia Anderson-Kent: An Illusion Theater Guide for Teaching Mentally Retarded People About Sexual Abuse Prevention.

EXERCISE: SEXUAL ASSAULT BY A STRANGER

Situation 1: Student answers the phone. The caller says, "Hi, what's your name? What are you doing? Do you have any clothes on? I want to touch your body." Student says, "no", hangs up, and tells someone. The telling should be role played. If prompting is necessary, say something like, "Who was on the phone? What did the person say?" (Vary conversation slightly with each student.)

Situation 2: Student answers the phone. The caller says, "Hi, I am a friend of your father. May I speak to him, please?" Student says, "yes", and goes to get father.

Situation 3: A student is walking home from school. The offender steps out from behind something and exposes him/herself. (Use a doll as the offender.) Student says, "no", runs away, and tells someone.

Situation 4: A student is walking home from school. Someone approaches and makes appropriate conversation. "It's a nice day today", etc. Student responds, "yes", and keeps on walking.

Situation 5: Two people are on a bus. The offender is a stranger who sits next to the student and makes friendly small talk. He says, "I want to be your friend", and puts his hand on the student's thigh. The student says, "no", and gets up to tell the driver or someone else what happened. (Student can also place a doll on his/her lap and the offender can touch the doll, if desired.)

Situation 6: Someone sits down next to a student on the bus and makes appropriate, friendly small talk. The student responds in a friendly way.

LESSON 5 - SEXUAL ASSAULT BY AN ACQUAINTANCE

Objective: Students will learn assertive responses to negative touch by people they know.

Instructions: Explain to students that if they don't like someone's touching, even if they know the person, they should say "no", get away, and tell someone.

-- Role play situations in Exercise: Sexual Assault By An Acquaintance using same method as before.

-- Intersperse the negative and positive touch role plays, so students learn the appropriate response.

Materials: Exercise: Sexual Assault By An Acquaintance

Teacher Notes: The most important concept of this lesson is that students should say, "no" to negative touch, even if they are acquainted with the person. This concept is especially important because most sexual assaults occur between acquaintances. However, it is sometimes difficult for students to differentiate between positive and negative touch, especially by an acquaintance. Students also may have difficulty with role plays where the touch changes from positive to confusing to negative. You may want to begin by keeping the role plays as extreme as possible and add the confusing touch later, depending upon students' comprehension.

EXERCISE: SEXUAL ASSAULT BY AN ACQUAINTANCE

Situation 1: Student is coming home from a school activity driven by a volunteer that the student has ridden with before. The driver asks the student if she/he would like to stop for ice cream. When the student says yes, the driver says, "First, I'd like you to touch me here (genital area)." The student says, "No, take me home right now." Then the student tells someone what happened.

Situation 2: Student is coming home from a school activity driven by a volunteer that the student has ridden with before. The driver asks the student if she/he would like some ice cream. The student says, "yes". They go get some ice cream.

Situation 3: Student and a friend are watching television. The friend starts giving the student a backrub. The friend says, "Why don't you take your clothes off while I rub your back?" The student says, "no" leaves the room and tells someone what happened.

Situation 4: Student and a friend are watching television. The friend starts giving the student a backrub. Student says, "Thanks, that feels great!"

Situation 5: Two students are sitting in class. One student pinches the other student's arm. The victim says, "no, don't do that" and gets up to tell the teacher.

ADVANCED ROLE PLAYS

Situation 6: Two students are at a party. They are dancing and having a good time. The students have been in class together in school and know each other a little bit. Soon, one student says to the other, "It is so hot in here, let's go outside." When they are outside alone, one student puts his/her arm around the other student and attempts to kiss her/him. The student looks uncomfortable, pushes the offender away, and says, "No, I don't want you to do that." Then the student goes and tells someone. (Use dolls for offender and victim, if desired.)

Situation 7: Two students are at a party. They have known each other for a long time and like each other a lot. Soon, one student says to the other, "It is so hot in here, let's go outside." When they are outside alone, one student puts his/her arm around the other and they kiss. Both are enjoying the contact. (Use dolls for students, if desired.)

Situation 8: The student and a friend are watching television. They begin to wrestle and have fun. The friend says, "Why don't you take your clothes off while we wrestle?" The student says, "no", and gets up and leaves the room. The student tells someone what happened.

Situation 9: The student and a friend are watching television. They begin to wrestle and have fun. Both students are enjoying the contact.

LESSON 6 - SEXUAL ASSAULT BY SOMEONE IN AUTHORITY

Objective: Students will learn assertive responses to negative touch by someone in authority.

Instructions:

-- Explain to students that if they don't like someone's touching, even if the person is a parent, teacher, relative, or someone else they trust, students should say "no", get away, and tell someone.

-- Role play situations in Exercise: Sexual Assault By Someone in Authority using same method as in Lessons 4 and 5.

-- Integrate negative and positive touch role plays.

Materials: Exercise: Sexual Assault By Someone in Authority

Teacher Notes: Students should learn that they have the right to say "no" to negative touching, even if the person is an authority figure. This concept can be difficult because mentally handicapped persons are not taught to question the wishes of authority figures, making them especially vulnerable to this type of assault. Also, sexual assault by someone in authority tends to begin as positive or confusing touch and progress to sexual assault. Again, begin with role plays where the touch is definitely positive or negative, and add the confusing touch later, depending upon the students' comprehension. Also, be sure students identify a specific individual who could be told about the sexual assault.

EXERCISE

SEXUAL ASSAULT BY SOMEONE IN AUTHORITY

Situation 1: A student approaches her/his older brother and asks for help fixing a bike. They fix the bike, then the brother says, "Now I'd like you to make me feel good by touching me here" (penis). The student says, "no", and goes and tells someone.

Situation 2: A student approaches her/his brother and asks for help fixing a bike. They fix the bike, and the student says, "thanks".

Situation 3: A staff member of a school or group home begins talking in a friendly way to a student. The staff member says nice things to the student, but then begins to touch the student's thigh, breasts, or genitals. The student says "no", leaves the situation and tells someone.

Situation 4: A staff member of a school or group home begins talking in a friendly way to a student. The staff member says nice things to the student, and puts his/her hand on the student's shoulder in a friendly way. The student continues to talk to the staff member.

ADVANCED ROLE PLAYS

Situation 5: A staff member of a group home or school begins talking in a friendly way to a student. The staff member continues to say nice things and offers to rub the back of the student. This beginning touch is good, but conversation becomes more inappropriate. ("I like you. I like you a lot. You are so attractive. . .") and the touch becomes more sexual rather than nurturing or therapeutic. The student says, "No, I don't like that. Stop touching me like that" and tells someone else about what happened.

Situation 6:* A family member, like an aunt or uncle, is combing the student's hair, straightening the student's clothes, etc. The relative comments in a shaming way about how messy the student is. Then the relative begins to comment on how mature and attractive the student is becoming and begins inappropriate groping kinds of touch (perhaps stroking, kissing, grabbing, or holding too close). The student says "No, don't do that to me", and tells someone about what happened.

Situation 7: A student approaches her/his older brother for help fixing a bike. They fix the bike. Then the brother says, "Now, I'd like you to make me feel good by rubbing me here" (genital area). The student says "No, I don't want to do that. I will tell mom that you asked me to do that." The brother says, "If you don't do what I say, I'll ask our little sister to do it. And, if you tell mom, I will beat you up." The student says, "I'm going to tell mom no matter what you say."

*Adapted from An Illusion Theater Guide to Sexual Abuse Prevention Education.

LESSON 8 - REACTIONS AND FEELINGS OF SEXUAL ASSAULT VICTIMS

Objective: Students will learn how sexual assault victims feel during and after the assault.

Instructions:

Option 1:
-- Write feeling words, such as happy, sad, angry, hurt, afraid and good, on the blackboard.

-- Ask students if each word expresses how a victim of sexual assault would feel, and discuss.

Option 2:
-- Adapt the scenarios and the questions in Exercise: How Does the Victim Feel?

Materials: Exercise: How Does the Victim Feel? (Appendix F, page 155)

Teacher Notes: It is important to provide students with some information about how victims of sexual assault feel. For more advanced students adapt the situations from the Exercise: How Does the Victim Feel? (Appendix F, page 155) and discuss.

LESSON 9 - PERSONAL SAFETY

Objective: Students will learn personal safety to guard against sexual assault.

Instructions:

Option 1: Role play situations in Teacher Guide: Practicing Safe Responses

Option 2: Show posters 9, and 16 through 20 and ask questions contained in Teacher Guide.

-- Ask students to suggest other safety techniques.

Materials: Exercise: Personal Safety Role Plays (Appendix F, page 158)

Exercise: Personal Safety Situations

Posters: 9, and 16 through 20

Teacher Notes: This lesson can provide a review of previous materials, as well as introduce new personal safety. The facilitator or a student can play the offender. Continue to stress the "say no, get away, and tell someone" model.

EXERCISE: PERSONAL SAFETY SITUATIONS

1. Show Poster 17.

   Ask students:

   a. What is happening?

   b. Is it safe to hitchhike? Why? What could happen to you if you hitchhike?

   c. Is it safe to pick up a hitchhiker? Why? What could happen to you if you pick up someone you don't know?

   NEVER HITCHHIKE OR PICK UP HITCHHIKERS.

2. Show Poster 18.

   Ask students:

   a. What is happening?

   b. Why does the man have the door chained?

   c. What should you do if someone you don't know comes to the door?

   d. What would you do if it were a hot, summer night and you wanted to get some air into the house? Would you open the door?

   ALWAYS KEEP DOORS CLOSED AND CHAINED. DON'T LET STRANGERS INTO YOUR HOUSE.

3. Show Poster 19.

   (Explain that this is someone the woman just met.)

   Ask students:

   a. Is it safe for the woman to be talking to the man in the restaurant?

   b. If the man says he will give the woman a ride home, should she say yes? Why or why not?

   NEVER ACCEPT RIDES FROM STRANGERS OR PEOPLE YOU DON'T KNOW WELL.

4. Show Poster 20.

   Ask students:

   a. Is this a safe place to walk alone? Why or why not?

   b. What else could the woman do to get where she is going? (Walk with a friend, take a bus or cab, call someone for a ride, etc.)

   DON'T WALK ALONE AT NIGHT.

5. Show Poster 9.

Ask students:

a. What is happening?

b. What should the student do?

IF YOU DON'T LIKE SOMEONE TOUCHING YOU, SAY "NO", GET AWAY, AND TELL SOMEONE.

6. Show Poster 11.

Ask students:

a. Is it okay for the boy to ask the stranger for directions?

b. If the stranger won't give directions, but offers the boy a ride, should he accept?

DON'T TAKE RIDES FROM STRANGERS, EVEN IF YOU ARE LOST. ASK SOMEONE FOR DIRECTIONS.

CHAPTER THIRTEEN

SUGGESTED MODIFICATIONS FOR YOUNGER STUDENTS

Although curriculum materials were developed primarily for adolescents, the lessons can be presented, with some modifications, to younger students. The material was piloted with hearing-impaired students in grades four through six. However, the general outline that was developed could serve as a model for presenting the information to any student population. You can utilize the basic model described below in conjunction with the lessons for hearing-impaired, physically disabled, blind, or mentally retarded students for your presentation.

LESSON 1 - VOCABULARY

Objective: Students will learn vocabulary words used in discussing sexual assault.

Instructions:
-- Write vocabulary word on blackboard.
-- Ask students for definition.
-- Use posters 1 and 2 to illustrate body parts.

Materials:
Handout: Vocabulary Terms, (Appendix E, page 151)
Teacher Guide: Basic Vocabulary Terms, (Appendix D, page 149)
Posters 1 and 2

Teacher Notes: The terms listed below should be introduced. Additional terms can be included, depending on the age and level of comprehension of the students.

Good Touch	Penis
Bad Touch	Vagina
Sexual Touching	Breasts
Sexual Assault	Anus
Rape	Offender
Obscene Phone Call	Victim
Exposer	

LESSON 2 - TOUCH

Objective: Students will learn to identify their feelings about different types of touching.

Instructions: Obtain student volunteers to role play situations emphasizing different types of touch. Choose role plays from the curriculum which are most appropriate for the students.

-- Ask students whether the touch was good, bad, or in between.

Materials: Exercise: Touch Role Plays, (see curriculum most appropriate for the students).

Teacher Notes: Following are examples of role plays that can be utilized:

1. Two friends giving each other a hug.
2. A handshake.
3. Two students arm wrestling.
4. Mother/father brushing a student's hair.
5. Someone tries to give a student a hug who does not want to be hugged.
6. A boy pulls up a girl's dress.
7. Someone is walking down the sidewalk; several people are pointing and laughing.
8. A stranger on a bus puts his hand on a student's knee.

LESSON 3 - FACTS ABOUT SEXUAL ASSAULT

Objective: -- Write questions on the blackboard.

-- Ask students questions and discuss their responses.

Materials: Teacher Guide: Facts About Sexual Assault, (Chapter 9, page 50). Incorporate myths about persons with disabilities into the discussion.

Teachers Notes: Use the following questions as a basis for discussion:

1. What is sexual assault?
2. Who can be sexually assaulted?
3. Where do sexual assaults happen?
4. Who are the offenders?
5. Why do people rape?
6. Do people like to be sexually assaulted?

LESSON 4 - WHAT IF YOU ARE A VICTIM?

Objective: Students will learn basic information about reporting to the police, medical examination, court process, community resources, and who should be told about sexual assault.

Instructions:

Option 1:
-- Present material in handout, What If You Are A Victim?
-- Use material in Teacher Guide, Reporting Sexual Abuse, for additional information if desired.
-- Ask students questions in exercise, Who Would You Tell?

Option 2:
-- View film Who Do You Tell? and discuss.

Materials:
Handout: What If You Are A Victim?, (Appendix E, page 153)

Teacher Guide: Reporting Sexual Abuse, (Appendix D, page 144)

Exercise: Who Would You Tell?, (Appendix F, page 157)

Film: Who Do You Tell?

LESSON 5 - REACTIONS AND FEELINGS OF VICTIMS

Objective: Students will learn how victims of sexual assault feel during and after the sexual assault.

Instructions:

-- Write feeling words on the blackboard.

-- Ask students if each word expresses how a victim of sexual assault would feel and discuss.

-- Use Teacher Guide, Reactions and Feelings of Sexual Assault Victims, for background.

Materials: Teacher Guide: Reactions and Feelings of Sexual Assault Victims (Appendix D, page 145).

Teacher Notes: Use the following words to facilitate discussion:

1. Happy
2. Sad
3. Angry
4. Hurt
5. Afraid
6. Ashamed
7. Proud
8. Embarrassed
9. Good
10. Dirty

LESSON 6 - PERSONAL SAFETY

Objective: Students will learn personal safety to avoid sexual assault.

Instructions: -- Obtain student volunteer to role play situations in Exercise, Personal Safety Role Plays.

Materials: Exercise: Personal Safety Role Plays (Appendix F, page 158).

APPENDIX A - COMMUNITY RESOURCES

SEXUAL ASSAULT SERVICES THROUGHOUT MINNESOTA

ANOKA COUNTY

Victim/Witness Assistance Program
Anoka County Attorney's Office
Courthouse
Anoka, MN 55303
(612) 421-4760, ext. 1192
Hotline: (612) 427-1212

BELTRAMI, CASS, AND HUBBARD COUNTIES

Sexual Assault Program
Box 688
Bemidji, MN 56601
(218) 751-4310
Hotline: (218) 751-4333

BLUE EARTH COUNTY

Victim Assistance Program
410 South Fifth Street
Mankato, MN 56001
(507) 625-9034
Hotline: (507) 388-9321

CARVER COUNTY

Carver County Program for Victims of Sexual Assault
401 East 4th Street
Chaska, MN 55318
(612) 448-5425
Hotline: (612) 448-2111

CLAY COUNTY

Rape and Abuse Crisis Center
Box 1655
Fargo, N.D. 58107
(701) 293-RAPE (7273); also hotline #

Center for Parents and Children
1015 - 7th Avenue North, Suite 4
Moorhead, MN 56560
(218) 233-6158

CROW WING COUNTY

Mid-Minnesota Women's Center
P.O. Box 602
Brainerd, MN 56401
(218) 828-1216

DAKOTA COUNTY

Dakota Sexual Assault Services
Community Action Council
13760 Nicollet Avenue South
Burnsville, MN 55337
(612) 894-4212
Hotline: (612) 894-2424

DOUGLAS COUNTY

Listening Ear Crisis Center
111 - 17th Avenue East
Alexandria, MN 56308
(612) 762-1511
Hotline: (612) 763-6638

HENNEPIN COUNTY

Rape and Sexual Assault Center
1222 West 31st Street
Minneapolis, MN 55408
(612) 825-2400
Hotline: (612) 825-4357

Sexual Assault Services
Office of the County Attorney
C-1200 Government Center
Minneapolis, MN 55487
(612) 348-4053

Lesbian and Gay Community Services, Inc.
124 West Lake Street, Suite E
Minneapolis, MN 55408
(612) 827-2821

Upper Midwest American Indian Center Sexual Assault Program
1113 West Broadway
Minneapolis, MN 55411
(612) 522-4436

HOUSTON COUNTY

Houston County Women's Resources
P.O. Box 61
La Crescent, MN 55947

ITASCA COUNTY

Adult Protection Council
Advocacy Program
County Courthouse
Grand Rapids, MN 55744
(218) 326-0388

ITASCA, KOOCHICHING, AITKIN COUNTIES

Northland Mental Health Center
215 S.E. 2nd Avenue
Grand Rapids, MN 55744
(218) 326-1274
Hotline: (218) 326-1034

KANDIYOHI, BIG STONE, CHIPPEWA, LAC QUI PARLE
McLEOD, MEEKER, RENVILLE, SWIFT COUNTIES

Social Abuse Program
West Central Community Services Center, Inc.
1125 - 6th Street S.E.
Willmar, MN 56201
(612) 235-4613

LYON AND REDWOOD COUNTIES

Southwest Minnesota Sexual Assault Program
P.O. Box 51
Marshall, MN 56258
(507) 532-5764

MARTIN, FARIBAULT, WATONWAN COUNTIES

Southern Minnesota Crisis
Support Center
P.O. Box 214
Fairmont, MN 56031
Hotline: (507) 235-3456

MORRISON COUNTY

Sexual Assault Task Force
of Morrison County
608 - 3rd Street S.E.
Little Falls, MN 56345
(612) 632-3046

MOWER AND FREEBORN COUNTIES

Victim's Crisis Center
908 N.W. First Drive
Austin, MN 55912
(507) 437-6680

Victim's Crisis Center
Box 649
Albert Lea, MN 56007
(507) 373-2223

NOBLES, PIPESTONE, ROCK, JACKSON
COTTONWOOD COUNTIES

Southwestern Mental Health
Center, Inc.
P.O. Box D
Luverne, MN 56156
(507) 283-9511

OLMSTED, DODGE, FILLMORE COUNTIES

The Rapeline Program
Olmsted County Courthouse
Rochester, MN 55901
(507) 285-8242
Hotline: (507) 289-0636

OTTERTAIL COUNTY (REGION IV)

Women's Crisis Center
P.O. Box 815
Fergus Falls, MN 56537
(218) 739-3486
Hotline: (218) 739-3359

POLK, PENNINGTON, RED LAKE COUNTIES

Project Safe, Inc.
223 East 7th Street, Room 34
Crookston, MN 56716
(218) 281-2864

RAMSEY COUNTY

Sexual Offense Services
Produce Bank Bldg., Room 322
529 Jackson
St. Paul, MN 55101
(612) 298-5898

RICE COUNTY

Victim Support Program
Box 171
Northfield, MN 55057
(507) 645-6661
Hotline: (507) 645-5555

Faribault Victim Support Program
P.O. Box 354
Faribault, MN 55021
(507) 334-2555; also hotline #

ST. LOUIS, CARLTON, LAKE COUNTIES

Aid to Victims of Sexual Assault
2 East 5th Street
Duluth, MN 55805
(218) 727-4353
Hotline: (218) 727-8538

Aid to Victims of Sexual Assault
209½ Chestnut Street
Virginia, MN 55792
(218) 749-4725
Hotline for Range: 1-800-232-1300
(toll free)

STEARNS, BENTON, SHERBURNE COUNTIES

Central MN Rape & Sexual Assault Center
701 ½ Mall Germain
St. Cloud, MN 56301
(612) 251-HELP (4357)

WASHINGTON COUNTY

Sexual Assault Services
7066 Stillwater Blvd. N.
Oakdale, MN 55119
(612) 777-5222
Hotline: (612) 777-1117

WINONA COUNTY

Sexual Assault Crisis Aid
14 Exchange Building
Winona, MN 55987
(507) 452-4440

STATEWIDE

Minnesota Migrant Council
Box 1231 - 35 Wilson Avenue, N.E.
St. Cloud, MN 56302-1231
(612) 253-7010

Minnesota Institute on Black
Chemical Abuse
2616 Nicollet Avenue, South
Minneapolis, MN 55408
(612) 871-7878

For information concerning programs and services in other Minnesota counties contact:

Minnesota Program for Victims of Sexual Assault
430 Metro Square Building
St. Paul, Minnesota 55101
(612) 296-7084

SEXUALITY/SEXUAL ASSAULT AND PERSONS WITH DISABILITIES

Association for Retarded Citizens Minnesota
Community Health Education Network
3225 Lyndale Avenue South
Minneapolis, Minnesota 55408
(resource library of sex education materials for mentally retarded persons)

Family Tree, Inc.
1599 Selby Avenue
St. Paul, Minnesota 55104
(612) 645-0478
(classes in the area of sexuality and disability)

Mental Health Hearing Impaired Program
St. Paul Ramsey Medical Center
640 Jackson Street
St. Paul, Minnesota 55101
(612) 221-3761 TTY
(612) 221-2719 Voice
(individual and group therapy for sexual assault victims; sex education)

Planned Parenthood of Minnesota
1965 Ford Parkway
St. Paul, Minnesota 55116
(612) 698-2401
(educational programs for mentally disabled persons, their parents, educators and other professionals)

Program in Human Sexuality
Research East Building
2630 University Avenue, Southeast
Minneapolis, Minnesota 55414
(612) 376-7520
(Sexual Attitudes Reassessment Seminars for persons with disabilities; provides individual and group counseling)

Southside Services, Inc.
2830 Cedar Avenue, South
Minneapolis, Minnesota 55407
(612) 721-1696
(group, one-to-one counseling and advocacy for persons who are mentally disabled)

SELF-DEFENSE RESOURCES FOR PERSONS WITH DISABILITIES

Midwest Karate
900 Hennepin Avenue South
Minneapolis, Minnesota 55403
(612) 333-1251
(self-defense classes for mentally retarded persons)

Minnesota Martial Arts Academy
2054 Marshall Avenue
St. Paul, Minnesota 55104
(612) 647-6986
(612) 339-3032
(self-defense training designed for persons with disabilities)

Evans Haakana and Olson
2400 Blaisdell Avenue South
Minneapolis, Minnesota 55404
(612) 872-1137
(self-defense classes, assertiveness training and counseling for disabled victims of sexual assault)

RESOURCES FOR HEARING IMPAIRED PERSONS

The following agencies are equipped with TTY equipment and can be contacted for information and referral.

Deaf Service Division
Department of Public Welfare
Centennial Office Building, 4th Floor
St. Paul, Minnesota 55155
(612) 297-3640 TTY or Voice

Government Service Center
320 West Second Street
Suite 611, Arrowhead Plaza
Duluth, Minnesota 55802
(218) 723-4961 TTY
(218) 723-4962 Voice

Regional Service Center for Hearing Impaired
311 Second Avenue South
Minneapolis, Minnesota 55401
(612) 341-7492 TTY
(612) 341-7100 Voice

Regional Service Center for Hearing Impaired
54 - 28th Avenue North
St. Cloud, Minnesota 56301
(612) 255-2224 TTY or Voice

Regional Service Center for Hearing Impaired
Lincoln Center, Suite 3
125 West Lincoln Avenue
Fergus Falls, Minnesota 56537
(218) 739-7589 TTY or Voice

Rochester Satellite Program (RSC)
Friedell Building
1200 South Broadway
Rochester, Minnesota 55901
(507) 285-7303 TTY or Voice

Virginia Satellite Program (RSC)
505 West 12th Avenue
Virginia, Minnesota 55792
(218) 741-5855 TTY or Voice

Regional Service Center for Hearing Impaired
709 South Front Street
Mankato, Minnesota 56001
(507) 389-6517 TTY or Voice

APPENDIX B

YOU CAN HELP YOUR CHILD PREVENT SEXUAL ABUSE

Some parents seek to protect their child from sexual abuse by restricting activities and limiting interactions with others. This protectiveness may keep your child safe from strangers, but will not protect your child from someone they know, such as a friend, caretaker or family member. Shielding your child from the outside world may also lower self-confidence and foster an attitude of helplessness and dependence.

Here are some positive steps you can take:

-- Ensure that your child receives positive sexuality information appropriate for her/his age and intellectual ability:

An understanding of positive sexuality will allow your child to identify sexually abusive behavior and will give your child the words to talk about it if it happens.

-- Talk to your child about different kinds of touch:

Positive Touch includes holding hands, petting animals, hugging, etc.

Confusing Touch is touch that is not clearly good or bad - touch that makes you feel uncomfortable.

Negative Touch is any unwanted touch, such as hitting or biting. It also includes sexual abuse.

-- Talk to your child about sexual abuse:

Many parents are afraid to talk about sexual abuse fearing that a frank discussion will frighten their child. But inaccurate or incomplete information can be more frightening than the facts. You should give very specific information about sexual abuse so that your child will recognize it if it happens. Explain that sexual abuse can start out as confusing touch and can progress to unwanted or forced sexual contact.

-- Teach your child to be assertive:

Stress that no one has the right to touch your child without her/his permission. If your child feels uncomfortable with someone's touching, teach her/him to say "Stop" or "No" even when the touch is non-abusive. Teaching your child to be assertive with non-abusive touch will make her/him more likely to be assertive with abusive touch. Teach your child to be assertive by using real life situations. For example, ask:

"What would you do if someone was helping you get undressed and was touching a part of your body that made you uncomfortable?"

"What would you do if you got separated from your friends and someone offered to help you find them, but took you the wrong way?"

"What would you do if your bus driver began patting your thigh on the way home from school?"

-- Teach personal safety techniques:

Here are some simple safety techniques to teach your child to prevent sexual abuse:

-- Never let a stranger into the house, even if they say they have a good reason for being there.

-- Don't give out your last name, home address or phone number to people you don't know or don't trust.

-- Never go anywhere alone with a stranger or allow anyone to take you where you don't want to go.

-- Always let someone know where you are going, even when you are going somewhere with a friend or loved one.

-- Share any uncomfortable feelings you have about touching, either from a friend or someone you know, with an adult you trust.

-- Encourage your child to tell you if s/he has been sexually abused:

Create an atmosphere in which your child will feel comfortable discussing sexual matters. Teach your child not to have secrets about touching so that s/he will tell you about sexual abuse, even if the offender says not to tell.

APPENDIX C - SAMPLE PARENT LETTER

Dear Parent:

The issue of sexual abuse of children and adolescents has been receiving a great deal of public attention during the past several years. Recent statistics indicate that one in every four girls and one in every ten boys will experience some form of inappropriate sexual contact with an adult by the time they reach eighteen.

Many people believe that children and adolescents who have disabilities are not vulnerable to sexual abuse. This is not true. It is difficult to determine how often these children are being abused due to difficulties in reporting and identifying the crime. However, some studies indicate that the incidence of sexual abuse of disabled children is at least as high as other children. In fact, disabled children may be more vulnerable to sexual abuse than others.

A curriculum to teach sexual abuse prevention to children and adolescents with disabilities will be presented at _____
name of school or facility

to the _____ from _____ to _____.
name of class or group date date

We will also be conducting a training workshop to teach you and other parents how you can help your child prevent sexual abuse, and to preview the concepts and materials contained in the curriculum. The training session will be held on _____
date

at _____
location

from _____ to _____.
time time

Hope to see you at the parent training. If you have any questions, please feel free to call me.

Cordially,

_____

APPENDIX D - TEACHER GUIDE

Answer Key Pre/Post Attitude Test

1.	B	11.	T
2.	E	12.	T
3.	F	13.	F
4.	F	14.	T
5.	T	15.	F
6.	F	16.	F
7.	F	17.	F
8.	T	18.	T
9.	F	19.	T
10.	F	20.	C

Reporting Sexual Abuse

Police:

Decisions regarding whether or not to report and whether or not to prosecute a sexual assault are very personal ones and should be made by each victim on the basis of as much information as possible. The victim needs to know what to expect at each stage of the reporting process.

It is wise to report a sexual assault to the police right away. This is important because if the victim decides to prosecute the crime, a prompt report makes the case stronger. Evidence of the sexual assault which can be gathered directly after the assault is lost if the crime is not reported immediately. However, a late report is better than no report.

To collect the evidence, it is essential that the police officer be apprised of all details of the assault. Some of the questions asked may be difficult or embarrassing to answer, but it is essential that all details of the assault be known. The officer may also need to take photographs of any physical injuries which may have occurred. The police officer will take the victim to the hospital for a medical examination. A full statement will be taken by a detective at a later time, if necessary.

Medical Examination:

The victim of sexual assault has the right to a sensitive and thorough medical examination. The victim should seek medical attention for treatment of injuries, venereal disease, and pregnancy. The medical examination is also used to gather evidence if there is any possibility that the victim will want to prosecute. According to the Criminal Sexual Conduct Law, medical costs arising from examining the victim for purposes of gathering evidence must be paid by the county in which the offense was committed.

A follow-up exam should be conducted in five days to test for gonorrhea, and another in 30 days to test for syphilis. Female victims should also be tested for pregnancy if a period is missed.

Prosecution:

Sexual assault is considered a crime against the state, and the state is responsible for prosecuting the offender through the County Attorney's Office. The victim is the main witness for the state's case. If the defendant pleads "not guilty", the case will go to trial.

Generally, evidence of the victim's prior sexual conduct is not admissible as evidence during the trial. But all facts surrounding the sexual assault must be considered. If the offender is found guilty, she/he may serve time in prison or county jail, be put on probation or be required to go through counseling or treatment. The suspect may be allowed to plead guilty to a lesser or different charge. If the suspect is found not guilty, it means that the defendant's guilt was not proved beyond a reasonable doubt.

If the victim chooses to prosecute, she/he may still feel intimidated or confused by the legal system. In several counties, legal advocates help support the victim while going through the legal process by addressing questions or concerns the victim may have about the case. Advocates are also available through the local sexual assault center to assist with all aspects of the reporting process.[1]

[1]Cordelia Anderson-Kent, No Easy Answers, p. 192-193.

Teacher Guide

Reactions and Feelings of Sexual Assault Victims

The specific reactions and feelings of each victim of sexual assault will vary depending upon the degree of force used during the assault, the victim's relationship with the assailant, the circumstances of the assault and the victim's pre-established pattern of dealing with life crises. Studies show that victims have similar reactions and feelings to sexual assault. These feelings are presented below:

1. Fear - Anxiety Reactions. Although the specifics of each sexual assault situation are different, many victims respond initially with a feeling of relief, "Thank God I'm alive - I could have been killed." This realization often creates a feeling of fear of being attacked again. This fear response may be a specific fear of the assailant, especially if the assailant threatened to harm the victim again, or it may be generalized fear; fear of people or things that remind the victim of the assault situation.

   Many victims will experience feelings of anxiety based on their fear of being attacked again. This anxiety may be evidenced by shaking, startled reflexes, disturbed sleeping patterns, and nightmares.

   This anxiety may extend to a fear of people in general. The victim may be particularly attuned to sexual innuendos, and glances which used to be taken in stride. If the assailant was someone trusted by the victim, she/he may experience a feeling of loss of faith and trust not only in others but also in her/his own judgment.

   Many victims may have believed, prior to the sexual assault, that sexual assault couldn't happen to them or that they would be able to resist or somehow take care of themselves. Since any resistance was overcome either by force or fear, most victims may feel a loss of control. They may experience feelings of powerlessness and helplessness which in turn affects the way they view their own independence. If the victim has followed a lifestyle of trusting people, leaving doors open, talking to strangers, hitchhiking across county, and so on, the sexual assault may be felt as an intrusion not only of the body but of her/his whole way of life.

2. Guilt - Self-Blame - Embarrassment. In general, feelings of guilt and self-blame seem to vary in degree with the circumstances of the sexual assault, the extent of physical injury to the victim and the type of association with the assailant. Victims who have experienced severe physical injury during the sexual assault usually have less guilt feelings because of the obvious evidence of their resistance. The victim who was sexually assaulted at home, however, may feel guilty about not having secured the house better. The victim who knows the assailant may have the most difficulty in resolving guilt feelings and conflicts over the sexual assault. This victim may irrationally blame her/himself for poor judgment or seductive behavior. The victim who does not physically resist due to fear may irrationally blame her/himself for not preventing the assault - even if physical resistance would have been useless.

Many victims may feel ashamed and embarrassed about the sexual assault due to society's discomfort with sexuality in general. Our bodies and sexual activity have always been regarded as private, and privacy has been stripped from the victim by someone else. Telling anyone at all may be painful and embarrassing. If the assailant was verbally abusive, the victim may be embarrassed to repeat what was said. In addition, the victim may not know acceptable terminology to describe what happened sexually. The victim may also feel embarrassed during the medical exam when her/his body is again exposed and is the object of attention and inspection by strangers.

3. **Anger.** Anger is perhaps the most appropriate feeling the victim of sexual assault can experience. Anger, directed toward the assailant, can be the beginning of a healthy resolution of the sexual assault experience. Many victims may have difficulty expressing this anger verbally, although ventilation of the anger may also take the form of reporting and prosecuting.[1]

[1] Eileen Keller, Sexual Assault: A Statewide Problem; (St. Paul, MN, Minnesota Program for Victims of Sexual Assault, 1982 p. 65-67).

Teacher Guide

Personal Safety Techniques

Personal Safety Techniques to Guard Against Assault by Strangers

1. Never take rides from strangers or people you don't trust.

2. Always try to get accurate directions before going to a new place; i.e., what bus or route to take, etc.

3. If you become lost or confused, ask someone for directions. If you don't like the way someone gives you directions or you can't understand the directions clearly, ask someone else.

4. Avoid walking alone at night when possible. When not possible, walk in well lighted, heavily traveled areas.

5. Be aware of what is going on around you. Is there someone behind you or across the street? Where are open stores or places you could go for help?

6. If you feel like there is someone following you but you are not sure, turn around and look.

7. When using public transportation, be aware of anyone getting off with you.

8. When returning home, have your key ready and be alert.

9. Carry a shriek alarm.

10. Check the back seat of the car before you get in to make sure no one is hiding.

11. Keep doors and windows locked -- house and car.

12. Don't let strangers (such as delivery or repair persons) into the house without proper identification.

13. Don't give out last name, personal address or phone number to people you don't know or don't trust.

14. Take a self-defense class.

15. Think about what you would do if you were assaulted: Would you scream or yell for help, run, fight back or talk him out of it? Know your personal strengths and weaknesses.

Personal Safety Techniques to Guard Against Assault by Acquaintances

1. Pay attention to your personal feelings. If you don't feel good about someone, get out of the situation.

2. Think about the kind of touching you want from different people. If you don't like the way someone is touching you, tell them to stop.

3. When going out on a date, think about the kind of touching you want and communicate your feelings clearly.

4. Be sure you have money for a taxi or a bus or someone you can call for a ride in case of emergency. That way you won't have to rely on someone you don't know or don't trust for a ride.

5. Don't give sexual touching in return for favors from others.

6. Tell an adult you trust if you don't like the way someone is touching you.

7. Practice assertive behavior. Think about situations you have been in where you could have acted more assertively and practice what you could have done or said. Think about situations that may happen in the future where you would like to be assertive and practice what you will do.

8. Be aware of the messages you give people by the way you dress and look. Provocation is in the eye of the beholder; your appearance does not make you responsible for the assault. However, sometimes offenders make assumptions about people based on their mode of dress.

9. Be aware that drinking may increase your vulnerability to sexual assault because you are likely to have less control over your behavior and are less likely to be able to avoid dangerous situations.

10. When dating someone new you should go to a public place, such as a restaurant or theater.

11. Let someone know where you are going, even if you are going somewhere with a friend or loved one.

Teacher Guide

Basic Vocabulary Words

1. Body Parts:

   Penis: located between a man's legs.

   Vagina: located between a woman's legs.

   Breasts: located on the upper front part of the body.

   Anus: located between the buttocks.

   (Explain that you don't normally show these parts to anyone. You might show them in the bathroom, in the locker room before gym class, or to the doctor.)

2. Good Touch:

   Good touch can include hugging, kissing, holding hands, petting animals, etc. It can also include touching a person's body parts if both people want to.

3. Bad Touch:

   When a person doesn't want to be touched or gets forced or tricked into it. Bad touch is any touch that hurts, like pinching, hitting or biting. It also includes touching a person's penis, vagina, breasts, or thighs if one person doesn't want to be touched.

4. Scary Phone Call:

   When someone you don't know calls and breathes into the phone, says scary things or doesn't say anything.

5. Exposer:

   Someone who shows you their penis, breasts, buttocks, or other body parts you usually don't see to shock or scare you.

APPENDIX E - HANDOUTS

Handout - Vocabulary Terms

1. SEXUAL CONTACT (Also called Sexual Touching)
touching between two people; it can include hugging, kissing, touching each other's genitals and breasts, and intercourse. When both people want it to happen it feels good, but when one person doesn't want it to happen it does not feel good. It is sexual assault.

2. SEXUAL ASSAULT
(sex' . u . al as . sault') forcing or tricking a person into sexual touching when she or he doesn't want it to happen (also called sexual abuse). There are many kinds of sexual assault:
   a. Child Sexual Assault: forcing or tricking a child into sexual touching.
   b. Incest: sexual touching between family members who are not married. It can be between people of the opposite sex or the same sex. The offender is usually a close relative, such as a parent, grandparent or sibling of the victim.
   c. Same-Sex Assault: when a man assaults a man, or a woman assaults a woman.
   d. Rape: when one person forces another person into sexual touching against his/her will. Often a weapon is used.
   e. Acquaintance Rape: (ac . quain' . tance rape) when a person is raped by someone they know, such as a friend, neighbor or classmate.
   f. Marital Rape: (mar' . i . tal rape) when a husband forces his wife into sexual touching or when a wife forces her husband into sexual touching.
   g. Exposer: (ex . pos' . er) someone who shows their genitals to someone to shock or scare the person. Exposing is considered sexual assault even though it does not involve touching. Generally, the exposer is a man.
   h. Obscene Phone Call: (ob . scene' phone call) when someone calls and breathes into the phone, doesn't say anything or says things to scare you. The caller may talk about ways he wants to touch your body or ways he wants you to touch his body. The caller is usually a man, but it can be a woman. The purpose of the call is to scare the person.

3. BODY PARTS
   a. Genitals: (gen' . it . als) area between the legs of males and females. The sex organs (vagina and penis).
   b. Breasts: located on the upper front part of the body of both males and females.
   c. Anus: (a' . nus) the opening between the buttocks. (Also called rectum: rec' . tum).

4. OFFENDER
(of . fen . der) someone who commits or does a crime. In this case, it is the person who sexually assaults or rapes someone. The person can also be called a rapist (rap'. ist) or assailant (as . sail' . ant).

5. VICTIM
(vic' . tim) the person who is hurt by the crime; the person who is the object of the crime. In this case, it is the person who is sexually assaulted.

6. VULNERABLE
(vul' . ner . a . ble) open to physical injury or attack. Easily hurt. Vulnerable to sexual assault means that sexual assault can happen.

7. MYTH
mistaken or wrong ideas believed by many people to be true.

8. FELONY
(fel' . o . ny) a major crime such as murder or rape.

9. PROSECUTE
(pro' . se . cute) to take court action against (to prosecute the offender).

10. ASSERTIVE
(as . ser' . tive) a positive or confident way of acting; self-confident; sure of yourself. Thinking, speaking or acting on your own thoughts, feelings or desires, taking into account the wishes and feelings of others.

11. VENEREAL DISEASE (VD)
(ve . ne' . re . al di . sease) an infection you can get by having sexual intercourse with someone who already has VD. Examples of VD are syphilis and gonorrhea.

Handout

What If You Are A Victim?

-- Report sexual assault to the police. Even if you are not sure whether you want to prosecute, reporting the crime may make you feel better. You can decide whether or not you want to prosecute later. Also, if you know the offender's name, appearance or method of attack, it will be easier to catch the offender and stop the offender from attacking again.

-- Go to the nearest hospital emergency room. If you report the crime to the police, the police will take you to the hospital or you can go with a friend, relative or someone from a sexual assault center. It is important not to shower, change clothes or clean up in any way after the assault so that evidence of the assault can be gathered. You will need to leave your clothing at the hospital to be used as evidence of the assault, so make sure you bring a change of clothing or have someone bring them for you. Any injuries which occurred during the assault should be treated, and you should be checked for venereal disease and pregnancy.

-- Call the local sexual assault center. Sexual assault centers provide a variety of services that reflect the needs of victims of sexual assault. These services range from crisis intervention, advocacy, information, referral, individual and family counseling, support groups and other emergency services that may be requested. Many centers provide a 24-hour crisis hotline. The services are provided by highly trained advocates that provide confidential, non-judgmental victim assistance. The advocates are knowledgeable about victims' reactions to sexual assault as well as the sexual assault procedures utilized by law enforcement, medical and legal personnel. If you choose to report the sexual assault to the police, seek medical attention or are involved in the prosecution of the offender, a sexual assault advocate would be available to accompany you through these systems. Sexual assault centers also provide comprehensive referral services to victims of sexual assault and their families to assist them in obtaining appropriate counseling resources. Some centers provide long-term individual and family counseling.

-- Talk to someone you trust about the sexual assault. You may fear that if you tell your parents they may blame you for the sexual assault, especially if you were doing something forbidden or were somewhere they told you not to go. You may feel confused and not want to tell anyone, but you did not want this to happen to you, the crime is not your fault. You do not have to deal with all of your feelings alone.

Your family and friends can do many things for you such as offer support, and help you decide what to do. It is important to choose who you share your feelings with. Some people feel uncomfortable talking about sexual assault and are unable to offer comfort and support. If family and friends are not helpful to you or if you want to talk to someone else, you may talk to someone from a local sexual assault center or other community agency. You may prefer to talk to someone you don't know rather than someone close to you. Remember, even if the sexual assault happened a long time ago, it is important to talk to someone about your feelings.[1]

[1] Victim Information Booklet, (St. Paul, MN, Sexual Offense Services of Ramsey County).

APPENDIX F

Exercise

How Does the Victim Feel?

Situation 1

You are coming home from a friend's house alone during early evening. You think someone may be following you and you are nervous because there is no one at home. When you get to your door, a stranger pushes you inside and attacks you.

Questions:

1. What do you think your feelings would be during the sexual assault?

2. What would you do as soon as the stranger left? Would you notify the police? Your parents? Your friends? Why or why not? What do you think the response of each person would be?

3. If a friend called you the next evening and asked why you weren't in school, what would you say? Would you explain what happened? Why or why not? Would you respond in the same way if your wallet had been stolen?

4. Do you think you would feel or act differently as a result of the sexual assault? How would your feelings or actions change?

Situation 2

You receive a phone call from your father's best friend. He has borrowed your father's golf clubs and wants to return them. You explain that your parents are not at home, but you will be at home if he wants to stop by. You are not worried because the man has been a friend of the family for many years. The man comes over to the house and sexually assaults you. As he is leaving he says, "If you tell anybody about this, I'll say that you came on to me."

Questions:

1 How would you feel during the assault? Right after he left?

2. Would you call the police? Would you tell your parents? Why or why not? Who would you tell?

3. How would you react to the rapist's final statement? How would this make you feel?

4. What do you think your parents would say? How would you feel? What would you do if they didn't believe your story?

Situation 3

You and a friend get together after class. Your friend is upset about something. You ask her what is wrong. Your friend says that she had gone to her stepfather's house last summer and he had made sexual advances. She had not resisted because she had been too scared and didn't quite know what was happening. She had never told anyone about it, but had started having bad dreams lately. Your friend asked you if she had done anything to deserve the advances.

Questions:

1. Why do you think your friend wondered if she deserved the sexual advances? How do you think your friend felt about the experience?

2. What would you say to your friend?

3. Why didn't your friend tell anyone after it happened? Would you encourage her to tell someone? If so, whom?

4. Would you tell anyone about what your friend had told you? If so, whom?

5. Would you be glad that your friend had told you about the incident? How would this affect your feelings about your friend?

6. Would your reaction be different if your friend had the reputation of being "easy" or "loose" sexually?

7. If this friend were the person you were dating, how would this affect your relationship?

Exercise

Who Would You Tell?

1. Who would you tell if you were sexually assaulted?

   Why would you tell this person?

2. How do you think the person would react?

3. Who else could you tell?

4. What would you do if the person didn't believe you?

   Would you tell anyone else about it?

   Why or why not?

5. Would you tell someone if the sexual assault happened a long time ago and was bothering you now?

6. How would you find someone to tell if you did not want to tell a friend or relative?

Teacher Guide

Personal Safety Role Plays

Situation 1: A student walking home from school says to him/herself, "I sure hate walking home in this cold weather". The offender drives up in a car and says, "Where are you going?" The student says, "I'm going home". The offender says, "Would you like a ride home?" The student says "No" and walks or runs away.

Situation 2: A student answers the phone. The caller begins to say scary things. The student says "No", hangs up, and tells someone what happened.

Situation 3: A student is on a bus. A stranger begins to talk to the student in a friendly way, then asks the student her/his address. The student says, "I don't tell people my address".

Situation 4: Student is at home, and the doorbell rings. Student says, "Who is it?" without opening the door. A stranger says, "My car broke down. May I use your phone?" Student says "No" and tells someone what happened.

Situation 5: The student is at home and the doorbell rings. The student asks who it is without opening the door. Someone says, "I'm here to fix your phone". The student goes to get a parent or other adult without opening the door.

Situation 6: A student is lost and a stranger approaches. The student says, "I'm lost. Can you tell me how to get to my school?" (or other appropriate destination). The stranger offers to give student a ride. The student says "No" and walks away. (Discuss with students safe ways of getting assistance.)

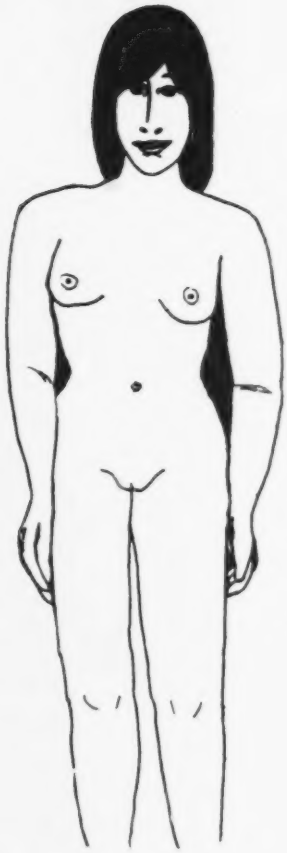
APPENDIX H - POSTERS

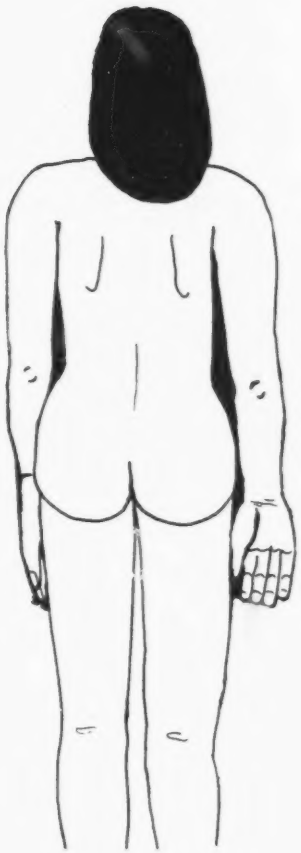
Description of Posters

1. Female body poster.
2. Male body poster.
3. Two people greeting after a long separation.
4. One person giving another person a hug; the receiver doesn't want to be hugged.
5. Two people arm wrestling.
6. Two people exchanging valentines.
7. One person walking down the street; several others pointing and laughing at him.
8. A boy pulling up a girl's dress.
9. A man on a bus placing his hand on a woman's leg.
10. Two people petting a cat.
11. A woman offering assistance to a lost child.
12. Someone putting their feet on someone else's wheelchair.
13. Someone helping a person using crutches onto a bus.
14. A woman sitting on a man's lap; the man is in a wheelchair.
15. Someone patting a woman in a wheelchair on the head.
16. Someone assisting a person in a wheelchair with a transfer.
17. A driver stopping to pick up a hitchhiker.
18. A man answering the door which is chained.
19. A woman talking to a man in a restaurant.
20. A deserted street with a woman walking alone.

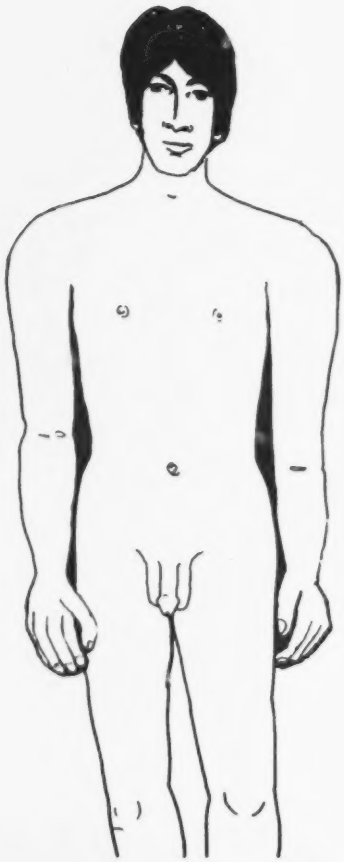
Reduction of Posters

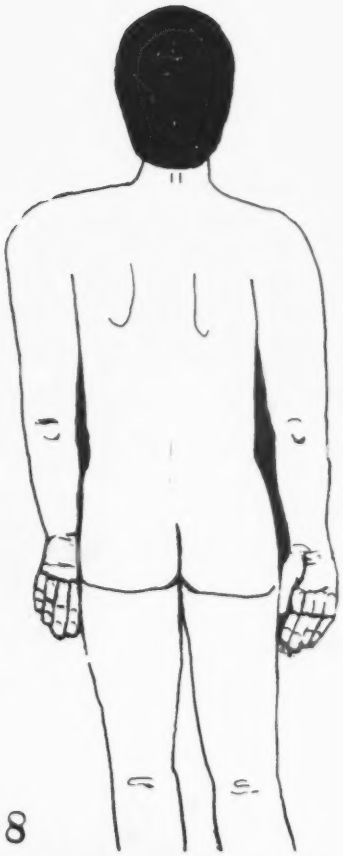
The following are reductions of the actual posters which are included with this curriculum. These pages can also be duplicated and used for worksheets or handouts.





1





2

159

160

5

6

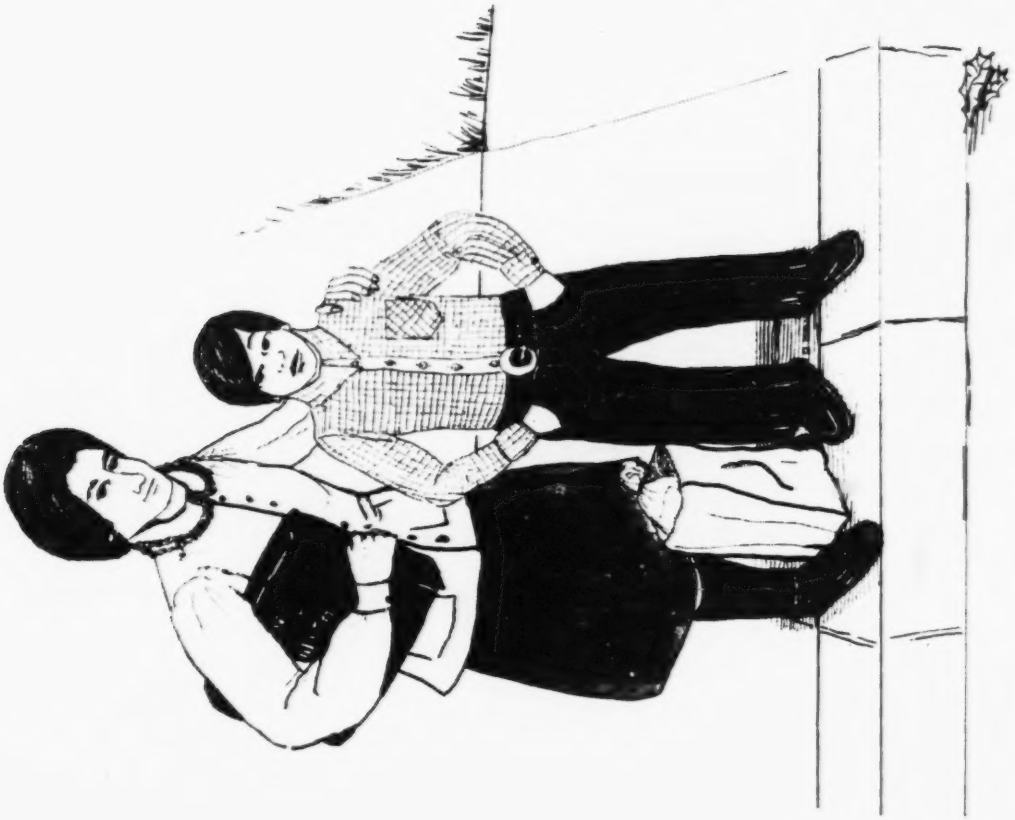
7

8

(9)

(10)

11



12

13

14

166

16

167

15

19

20

RESOURCE BIBLIOGRAPHY

Books and Bibliographies

Barry, Kathleen. Female Sexual Slavery, Prentice Hall, Englewood Cliffs, NJ, 1979.

Bass, Medora S. Sexual Rights and Responsibilities of the Mentally Retarded, Proceedings of Conference. Source; Editor: Medora S. Bass, 216 Glenn Road, Ardmore, PA 19003.

Bateman, Py. Fear Into Anger, A Manual of Self-Defense for Women, Nelson-Hall, Chicago, IL, 1978.

Becker, E.F. Female Sexuality Following Spinal Cord Injury, Accent Special Publications, Cheever Publishing, P.O. Box 700, Bloomington, IL, 1978.

Blum, Gloria, M.A., and Blum, Barry, M.D. Feeling Good About Yourself, (Sexuality and Social Skills for Physically Disabled, Emotionally Disabled, Senior Citizens and Non-disabled Persons), Feeling Good Associates, 507 Palma Way, Mill Valley, CO 94941.

Brownmiller, Susan. Against Our Will, Simon and Schuster, New York, NY, 1975.

Burgess, A.W., Groth, A.N., Holstrom, L.L., and Sqroi, S.M. Sexual Assault of Children and Adolescents, D.C. Health & Company, Lexington, MA, 1978.

Canpling, Jo, ed. Images of Ourselves, Women With Disabilities Talking, Rotlidge and Kagenpaul, Boston, MA, 1981.

Caren, Adams and Fay. No More Secrets, Protecting Your Child From Sexual Assault, Impact Publishers, San Luis Obispo, CA, 1981.

Cole, T.M., Cole, S.S. Sexuality and Physical Disability, University of Michigan, School of Medicine, Ann Arbor, MI 48104.

Comfort, Alex. Sexual Consequences of Disability, (George F. Stickley Co., 210 W. Washington, Philadelphia, PA 19106 (1978).

Cooksey, P., Brown P. A Selected Bibliography on Sexuality, Sex Education and Family Planning, Planned Parenthood of MN, 1965 Ford Parkway, St. Paul, MN 55116.

Eisenberg, M.G. Sex and Disability: A Selected Bibliography. Rehabilitation Psychology, Volume 25, No. 2, 1978. (Order: Rehabilitation Psychology, Business Office, P.O. Box 26034, Tempe, AZ 85282).

Fitzgerald, Max and Della Fitzgerald, et al. Sexuality and Deafness, May, 1979, Pre College Program, Gallaudet College, Kendall Green, Washington, D.C. 20002.

Gordon, Sol. Living Fully: A Guide for Young People With a Handicap, Their Parents, Their Teachers and Professionals, The John Day Co., New York, NY.

Groth, Nicholas. Men Who Rape: The Psychology of the Offender, Plenum Press, New York, NY, 1979.

Keller, Eileen. Sexual Assault: A Statewide Problem; Procedural Manual for Law Enforcement, Medical, Legal and Human Service Personnel, Minnesota Program for Victims of Sexual Assault, St. Paul, MN.

Mooney, T., Cole, T., and Chilgren, R.A. Sexual Options for Paraplegics and Quadraplegics (Boston, Little Brown and Co., 1975).

Muldoon, Linda, ed. Incest: Confronting the Silent Crime, Minnesota Program for Victims of Sexual Assault, Department of Corrections, 430 Metro Square Building, St. Paul, MN 55101.

Sanford, Linda Tschirhart. The Silent Children: A Parents Guide to the Prevention of Child Sexual Abuse, Doubleday Press, New York, NY, 1980.

Stuart, Virginia. Sexuality and Sexual Assault: Disabled Perspective, A Manual for a Model Workshop, Health and Rehabilitation Service Program, Southwest State University, Marshall, MN, July 1980.

Woodward, James. Signs of Sexual Behavior: An Introduction to Some Sex Related Vocabulary in American Sign Language, T.J. Publishers, Silver Spring, MD, 1979.

Sexual and Physical Assault of Disabled People: Report on July 14, 1979 Issues Conference. United Handicapped Federation, St. Paul, MN, 1979.

Sexuality and Disability: Journal; Human Sciences Press, 72 Fifth Avenue, New York, NY 10011.

Curricula and Related Materials

Anderson-Kent, Cordelia. Child Sexual Abuse Prevention Project: An Educational Program for Children, Hennepin County Attorney's Office, 2000 Government Center, Minneapolis, MN 55487.

Anderson-Kent, Cordelia. Illusion Theater Guide for Teaching Mentally Retarded Persons about Sexual Abuse Prevention Education, Illusion Theater, 528 Hennepin Avenue, #309, Minneapolis, MN 55409.

Anderson-Kent, Cordelia. No Easy Answers, A Sexual Abuse Prevention Curriculum for Junior and Senior High Students, Illusion Theater, 528 Hennepin Avenue, #309, Minneapolis, MN 55409.

Faye, Jennifer. Frog Talks About Touching, King County Rape Relief, Seattle, WA, 1981.

Human Sexuality: A Portfolio for the Mentally Retarded. Planned Parenthood of Seattle—King County, 2211 East Madison, Seattle, WA 98112. (Large illustrations on 11"X17" plate cards specifically designed for teaching retarded persons about human sexuality).

Hutchinson, Barbara Zandlo and Chevalier, Elizabeth Anne. My Personal Safety Coloring Book, Fridley Police Department, Fridley, Minnesota, 1982.

Illusion Theater Study Cards. Illusion Theater, 528 Hennepin Avenue, South, #309, Minneapolis, MN 55409 (for grades K-8 for use in discussing sexual assault and the Touch Continuum).

Kleven, S. and Krebill, J. The Touching Problem and Sexual Abuse Prevention, Coalition for Child Advocacy, Whatcom County Opportunity Council, Bellingham, WA 98227.

Personal Development and Sexuality: A Curriculum Guide for the Developmentally Disabled. Planned Parenthood of Pierce County, 312 Broadway Terrace Bldg., Tacoma, WA 94802.

Pre School Sexual Abuse Study Cards. Sexual Assault Program, Beltrami County, Box 688, Bemidji, MN 56601.

Red Flag, Green Flag, An Educational Coloring Book. Rape and Abuse Crisis Center of Fargo-Moorhead, Fargo, ND 58107.

Ryerson, Ellen. The Kindergarten through Twelve Curriculum, Developmental Disabilities Project, Seattle Rape Relief, 1825 South Jackson, Suite 102, Seattle, WA 98144.

Tyson, Gail. Violence In Our Lives: Focus on Rape, Harrisburg Area Rape Crisis Center, Harrisburg, PA, 1977.

Pamphlets and Booklets

Bateman, Py. Acquaintance Rape, Awareness and Prevention, Alternatives To Fear 101 Nickerson, Suite 250, Seattle, WA 98109.

Carver County Program for Victims of Sexual Assault. Children Need Protection: A Guide for Talking to Children About Sexual Assault, 401 E. 4th St., Chaska, MN 55318.

Division of Social Service. What Can I Do to Prevent Harm to Children? A Resource Guide for Mandated Reporters, Department of Public Welfare, 658 Cedar Street, St. Paul, MN 55155.

Faye, Jennifer and Flerchinger, B.J. Top Secret, King County Rape Relief, 306 South 43rd, Renton, WA 98055.

Hague, Patricia and Engstrom, Cheryl. Responding to Disability: A Question of Attitude, Minnesota State Council for the Handicapped, 208 Metro Square Bldg., St. Paul, MN 55101, 1982.

Hennepin County Attorney's Office, Kids Go To Court Too, Sexual Assault Services, C-2100 Government Center, Minneapolis, MN 55487.

Hennepin County Attorney's Office. Sexual Assault: Facts You Should Know, Sexual Assault Services, C-2100 Government Center, Minneapolis, MN 55487.

Hennepin County Attorney's Office. Some Questions You May Ask About Going to Court. . ., Sexual Assault Services, C-2100 Government Center, Minneapolis, MN 55487.

King County Rape Relief. He Told Me Not To Tell, 305 South 43rd, Renton, WA 98055.

Minnesota Program for Victims of Sexual Assault. Are Children With Disabilities Vulnerable to Sexual Assault?, Minnesota Department of Corrections, 430 Metro Square Bldg., St. Paul, MN 55101.

Minnesota Program for Victims of Sexual Assault. Child Sexual Abuse: It Is Happening, Minnesota Department of Corrections, 430 Metro Square Bldg., St. Paul, MN 55101.

Minnesota Program for Victims of Sexual Assault. Say "No," Get Away And Tell Someone, Minnesota Department of Corrections, 430 Metro Square Bldg., St. Paul, MN 55101.

Minnesota Program for Victims of Sexual Assault. Sexual Assault: A Statewide Problem, Minnesota Department of Corrections, 430 Metro Square Bldg., St. Paul, MN 55101.

Minnesota Program for Victims of Sexual Assault. Sexual Assault Against Men: It Does Happen, Minnesota Department of Corrections, 430 Metro Square Bldg., St. Paul, MN 55101.

Sanford, Linda Tschirhart. Come Tell Me Right Away, Ed - U - Press, P.O. Box 503, Fayetteville, NY 13066.

Washington County Human Services. How To Talk To Your Children About Sexual Assault: A Guide for Parents, 7066 Stillwater Road, Oakdale, MN 55119.

Audiovisual Materials

Acquaintance Rape, O.D.N. Productions, Inc., 74 Varick Street, Suite 304, New York, NY 10013.

A Crime of Violence, Russell Manning Co., 905 Park Avenue, Minneapolis, MN 55404.

A Night Out, (in American Sign Language), O.D.N. Productions, Inc., 74 Varick Street, Suite 304, New York, NY 10013.

Feeling Good About Yourself, Perennial Education, 477 Roger Williams, P.O. Box 855, Ravinia, Highland Park, IL 60035.

Handicapism, Human Policy Press, P.O. Box 127, University Station, Syracuse, NY 13210.

Hearing Impaired Woman's Incest Experiences, Mental Health Hearing Impaired Program, 640 Jackson Street, St. Paul, MN 55101.

Incest, The Victim Nobody Believes, MTI Teleprograms, 3710 Commercial Avenue, Northbrook, IL 60062.

Negative Touch, Ways to Say No, Society for Visual Education, Chicago, IL.

No Easy Answers, A Videotape, Illusion Theater, 528 Hennepin Avenue, #309, Minneapolis, MN 55403.

No More Secrets, O.D.N. Productions, Inc., 74 Varick Street, Suite 304, New York, NY 10013.

Not Only Strangers, Centron Films, 1621 West 9th, Box 687, Lawrence, KS 66044.

Rape: Victim or Victor, MTI Teleprograms, 3710 Commercial Avenue, Northbrook, IL 60062.

Some Secrets Should Be Told, MTI Teleprograms, 3710 Commercial Avenue, Northbrook, IL 60062.

Speak Up, Say "No", Krause Houe, P.O. Box 880, Oregon City, OR 97045.

What the Educator Sees, National Audio Visual Center, General Services Administration, Washington, D.C. 20409.

Who Do You Tell, Motorola Teleprograms, 4825 North Scott Street, Schiller Park, IL 60176.

Published by the Minnesota Program for Victims of Sexual Assault, Minnesota Department of Corrections, 430 Metro Square Building, St. Paul, Minnesota 55101, (612) 296-7084. Funded through a grant from the Northwest Area Foundation.

June, 1983

Are children with disabilities vulnerable to sexual abuse?

Think about it

Your son or daughter is going to a recreational activity. On the way home, the driver offers to buy your child a treat or gift in exchange for sexual touching. Would your child agree? Would s/he tell anyone?

Facts about sexual abuse

Sexual abuse means forcing, threatening, or coaxing someone into sexual contact. It includes unwanted sexual contact ranging from body exposure to penetration, as well as verbal abuse, such as obscene phone calls. Victims include men, women and children. Ten to 20 percent of all children will experience some form of sexual abuse by the time they reach eighteen. In 75 percent to 95 percent of child sexual abuse cases, the offender is someone the victim knows, such as a family member, friend, relative or babysitter.

Your child is vulnerable to sexual abuse

Some people think that children with disabilities are not vulnerable to sexual abuse. They believe that no one would harm a disabled person. Unfortunately, this is not true. Your child may be more vulnerable than others because the offender may think a disabled child could not resist or talk about the assault, thus, making it safe to assault someone with a disability. Also, if your child is dependent upon professionals, caretakers or others who provide services and care specific to her/his disability, this increases the child's vulnerability. Your child needs protection from this abuse!

You can help your child prevent sexual abuse

Some parents seek to protect their child from sexual abuse by restricting activities and limiting interactions with others. This protectiveness may keep your child safe from strangers, but will not protect your child from someone they know, such as a friend, caretaker or family member. Shielding your child from the outside world may also lower self confidence and foster an attitude of helplessness and dependence.

Here are some positive steps you can take:

☐ *Ensure that your child receives positive sexuality information appropriate for her/his age and intellectual ability:*

An understanding of positive sexuality will allow your child to identify sexually abusive behavior and will give your child the words to talk about it if it happens.

☐ *Talk to your child about different kinds of touch:*

Positive Touch includes holding hands, petting animals, hugging, etc.

Confusing Touch is touch that is not clearly good or bad—touch that makes you feel uncomfortable.

Negative Touch is any unwanted touch, such as hitting or biting. It also includes sexual abuse.

☐ *Talk to your child about sexual abuse:*

Many parents are afraid to talk about sexual abuse fearing that a frank discussion will frighten their child. But inaccurate or incomplete information can be more frightening than the facts. You should give very specific information about sexual abuse so that your child will recognize it if it happens. Explain that sexual abuse can start out as confusing touch and can progress to unwanted or forced sexual contact.

☐ *Teach your child to be assertive:*

Stress that no one has the right to touch your child without her/his permission. If you child feels uncomfortable with someone's touching, teach her/him to say "Stop" or "No" even when the touch is non-abusive. Teaching your child to be assertive with non-abusive touch will make her/him more likely to be assertive with abusive touch. Teach your child to be assertive by using real life situations. For example, ask:

"What would you do if someone was helping you get undressed and was touching a part of your body that made you uncomfortable?"

"What would you do if you got separated from your friends and someone offered to help you find them, but took you the wrong way?"

"What would you do if your bus driver began patting your thigh on the way home from school?"

☐ *Teach personal safety techniques:*

Here are some simple safety techniques to teach your child to prevent sexual abuse:

- Never let a stranger into the house, even if they say they have a good reason for being there.
- Don't give out your last name, home address or phone number to people you don't know or don't trust.
- Never go anywhere alone with a stranger, or allow anyone to take you where you don't want to go.
- Always let someone know where you are going, even when you are going somewhere with a friend or loved one.
- Share any uncomfortable feelings you have about touching, either from a friend or someone you know, with an adult you trust.

☐ *Encourage your child to tell you if s/he has been sexually abused:*

Create an atmosphere in which your child will feel comfortable discussing sexual matters. Teach your child not to have secrets about touching so that s/he will tell you about sexual abuse, even if the offender says not to tell.

Behaviors and symptoms of sexual abuse

Often, children are not able to talk directly about sexual abuse. If your child shows any of the following behaviors or symptoms, s/he may be a victim:

- a reluctance to be alone with a certain individual;
- explicit knowledge of sexual activities;
- nightmares or disturbances in sleep;
- reverting back to more childish behavior;
- withdrawal, depression or suicide attempts;
- drastic change in appetite, school performance, social behavior, etc.;
- genital infections or soreness;
- bedwetting.

If your child has been assaulted

If you notice any of these behaviors or symptoms, ask your child what is wrong. If you are told about sexual assault, believe your child. Children don't lie about sexual activity. If your child is not able to talk about what happened, use dolls or pictures to aid in communication. Remain calm and loving with your child. Tell your child that s/he did the right thing by telling you. Remember, your child is not at fault, and you are not at fault. Both of you are victims of a crime. Report the sexual abuse to the police and to your local child protection agency. Prosecution of the offender is important for the safety of other children. Use community resources to get help and support for your child and yourself.

Information and referral

For information about sexual assault resources in your community, please contact:

Minnesota Program for Victims of Sexual Assault
430 Metro Square Building
St. Paul, Minnesota 55101
(612) 296-7084

If you have physically or sexually abused your child and wish to locate a Parents Anonymous chapter in your area for personal assistance, please contact:

Parents Anonymous
22330 Hawthorne Boulevard
Torrance, California 90505
(1-800) 421-0353 (Toll Free)

Laws about sexual abuse

☐ *Reporting of Maltreatment of Minors:*

Anyone working with children in a professional capacity must report suspected cases of physical or sexual abuse to the local child protection or law enforcement agency.

☐ *Intrafamilial Sexual Abuse Law:*

Sexual penetration or sexual contact with a child under age 18 by a parent, relative, guardian, caretaker or any adult who resides in the same household as the child is criminal. Consent of the child is not an issue.

☐ *Criminal Sexual Conduct Law:*

Anyone who has had *sexual intercourse* with a child who is under 16 and who is at last *two years older* than the child; or anyone at least *four years older* than the child who has had *intimate sexual contact* with the child is guilty of criminal sexual conduct. The law also protects persons who are unable to withdraw from the attack or withhold consent due to a disability.

☐ *Reporting of Maltreatment of Vulnerable Adults*

Any professional or employee engaged in the care or education of vulnerable adults must report suspected cases of physical or sexual abuse to the local law enforcement or welfare agency. Vulnerable adults include anyone 18 years of age or older who are residents or patients of facilities and who are unable to report abuse or neglect without assistance because of physical, mental or emotional impairment.

Published by the Minnesota Program for Victims of Sexual Assault, Minnesota Department of Corrections, 430 Metro Square Building, St. Paul, Minnesota 55101, (612) 296-7084. Funded through a grant from the Northwest Area Foundation.

January, 1983